UNIVERSITY of ST. AUGUSTINE for HEALTH SCIENCES

University Catalog/Handbook 2024-2025

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INTERPROFESSIONAL GRADUATE HEALTH SCIENCES PROGRAMS

Clinical Excellence Through Graduate Education

UNIVERSITY *of* ST. AUGUSTINE *for* HEALTH SCIENCES

University Catalog/Handbook 2024–2025

Summer Update

SAN MARCOS ST. AUGUSTINE MIAMI AUSTIN DALLAS

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Introduction

September 1, 2024–August 31, 2025

Clinical Excellence Through Graduate Education

The 2024–2025 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 2024–2025 academic year are subject to the degree requirements described in this USAHS Catalog/Handbook. Further, the Catalog/Handbook is not a contract. The University reserves the right to make changes to the Catalog/Handbook at any time. The Catalog/Handbook can be found on the USAHS website, www.usa.edu, under the Admissions & Aid tab.

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

Message from the Chancellor

Hello and welcome to the University of St. Augustine for Health Sciences. The 2024–2025 University Catalog/Handbook outlines the University's admission requirements, academic policies, and educational programs.

The University of St. Augustine for Health Sciences is proud to be a dedicated health sciences university with five thriving campuses and extensive distance learning opportunities to develop exceptional healthcare professionals. The institution's uniqueness is grounded in its network of expert faculty and dedicated staff and the commitment to its One University culture that fosters distinctive identities and individual capabilities while ensuring consistent delivery of academic programs across all campuses. Diverse students, specialized faculty, and an array of clinical partners, along with extensive alumni across all 50 states and 30 countries, create an unparalleled, vibrant University community grounded in interprofessional collaboration, innovation, and social responsibility.

The University continues to advance with purpose, cultivating excellence that results in outstanding student achievement across all disciplines. By providing engaging health sciences education and an immersive, hands-on learning environment, USAHS is preparing best-in-class clinicians who are dedicated to transforming healthcare and patients' lives. The University's vision to be the leading graduate health sciences

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university in the country is being realized by graduating outstanding healthcare professionals who are a national force for good within their communities and disciplines.

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

Sincerely,

Vivian A. Sanchez
University Chancellor

Notice of Nondiscriminatory Policy

The University of St. Augustine for Health Sciences (USAHS) is owned by University of St. Augustine for Health Sciences, LLC, which is owned by University of St. Augustine Acquisition Corporation. USAHS does not discriminate on the basis of age, sex, sexual orientation, gender identity, race, color, creed, religion, ethnicity, genetic condition, national origin, citizenship, disability, marital status, pregnancy, military status, or any other legally-recognized protected basis under federal, state, or local laws, regulations, or ordinances applicable 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.

Academic Calendar

		2024-2025 Academic Calendar
		Fall 2024 **All Midcourse Grades are due by the published date at 11:59 p.m. ET.** **All Final Grades are due within 48 hours of the final class meeting or final exam at 11:59 p.m. ET.** Sept 9-Dec 21 Subterm A **(15 weeks)** Sept 9-Nov 30 Subterm - B **(12 weeks)** Sept 9-Nov 16 Subterm C **(10 weeks)** Sept 9-Oct 29 Subterm D **(7 weeks 2 days)** Nov 1-Dec 21 Subterm E **(7 weeks 2 days)** Nov 18-Dec 21 Subterm F **(5 weeks)** Dec 2-Dec 21 Subterm G **(3 weeks)**
September	5	Appeals Committee Meetings Flex & Hybrid Programs Virtual Orientations
	6	Tuition Due Residential Programs Orientation
	9	**Fall Trimester Begins** **Subterms A, B, C, D Begin**
	15	All Subterms Last day of Add Subterm A, B, C, D Last day of Drop Period
October	4	Subterm D Midcourse Grades Due (11:59 pm ET)

	8	Faculty Term Start Meeting
	13	Subterm C Midcourse Grades Due (11:59 pm ET)
	19	Subterm D Last day to Withdraw
	20	Subterm B Midcourse Grades Due (11:59 pm ET)
	29	Subterm D Ends
	30	Subterm A Midcourse Grades Due (11:59 pm ET)
November	1	**Fall Trimester Start 2** (Midterm Post Professional New Students Start) **Subterm E Begins**
	2	Subterm C Last day to Withdraw
	7	Fall Trimester Start 2 Last day of Add/Drop Period Subterm E Last day of Drop Period
	11	Veteran's Day Holiday - All Campuses Closed
	13	Subterm B Last day to Withdraw
	16	Subterm C Ends
	18	**Subterm F Begins**
	23	Subterm A Last day to Withdraw
	24	Subterm F Last day of Drop Period
	26	Subterm E Midcourse Grades Due (11:59 pm ET)
	27	Classes end at Noon local time

		Administrative offices close at 3:00 pm local time
	28	Thanksgiving Holiday Campuses Closed
	29	Thanksgiving Holiday Campuses Closed
	30	Subterm B Ends
December	2	**Subterm G Begins**
	4	Subterm F Midcourse Grades Due (11:59 pm ET)
	8	Subterm G Last day of Drop Period
	9	Subterm F Last day to Withdraw
	11	Subterm E Last day to Withdraw Fall Trimester Start 2 Last day to Withdraw
	12	Subterm G Last day to Withdraw
	18	Graduates Grades Due
	21	Subterms A, E, F, G End Last day of term Degrees conferred
		Spring 2025 **All Midcourse Grades are due by the published date at 11:59 p.m. ET.** **All Final Grades are due within 48 hours of the final class meeting or final exam at 11:59 p.m. ET.** Jan 13-Apr 26 Subterm A **(15 weeks)** Jan 13-Apr 5 Subterm B **(12 weeks)**

		Jan 13-Mar 22 Subterm C **(10 weeks)** Jan 13-Mar 4 Subterm D **(7 weeks 2 days)** Mar 7-Apr 26 Subterm E **(7 weeks 2 days)** Mar 24-Apr 26 Subterm F **(5 weeks)** Apr 7-Apr 26 Subterm G **(3 weeks)**
January	9	Appeals Committee Meets Flex & Hybrid Programs Virtual Orientation
	10	Tuition Due Residential Programs Orientation
	13	**Spring Trimester Begins** **Subterms A, B, C, D Begin**
	19	All Sub-Terms Last day of Add Subterm A, B, C, D Last day of Drop Period
	20	Martin Luther King Holiday Campuses Closed
	21	Faculty Term Start Meeting
February	7	Subterm D Midcourse Grades Due (11:59 pm ET)
	16	Subterm C Midcourse Grades Due (11:59 pm ET)
	17	President's Day Campuses Closed
	18	Students & Faculty No Classes - Administrative Offices open
	22	Subterm D Last day to Withdraw
	23	Subterm B Midcourse Grades Due (11:59 pm ET)

March	4	Subterm D Ends
	5	Subterm A Midcourse Grades Due (11:59 pm ET)
	7	**Spring Trimester Start 2** (Mid-term Post Professional New Students Start) **Sub-Term E Begins**
	8	Subterm C Last day to Withdraw
	13	Spring Trimester Start 2 Last day of Drop Period Subterm E Last day of Drop Period
	19	Subterm B Last day to Withdraw
	22	Subterm C Ends
	24	**Subterm F Begins**
	29	Subterm A Last day to Withdraw
	30	Subterm F Last day of Drop Period
April	1	Subterm E Midcourse Grades Due (11:59 pm ET)
	5	Subterm B Ends
	7	**Subterm G Begins**
	9	Subterm F Midcourse Grades Due (11:59 pm ET)
	13	Subterm G Last day of Drop Period
	14	Subterm F Last day to Withdraw
	16	Subterm E Last day to Withdraw

	17	Subterm G Last day to Withdraw
	23	Graduate Grades Due
	26	Subterms A, E, F, G End Last day of term Degrees conferred
		Summer 2025 **All Midcourse Grades are due by the published date at 11:59 p.m. ET.** **All Final Grades are due within 48 hours of the final class meeting or final exam at 11:59 p.m. ET.** May 12-Aug 23 Subterm A **(15 weeks)** May 12-Aug 2 Subterm B **(12 weeks)** May 12-July 19 Subterm C **(10 weeks)** May 12-July 1 Subterm D **(7 weeks 2 days)** July 3-Aug 23 Subterm E **(7 weeks 2 days)** July 21-Aug 23 Subterm F **(5 weeks)** Aug 4-Aug 23 Subterm G **(3 weeks)**
May	8	Appeals Committee Meets Flex & Hybrid Programs Virtual Orientation
	9	Tuition Due Residential Programs Orientation
	12	**Summer Trimester Begins** **Subterms A, B, C, D Begin**
	18	Last day of Add for All Subterms

		Subterm A, B, C, D Last day of Drop Period
	26	Memorial Day Holiday Campuses Closed
June	3	Faculty Term Start Meeting
	6	Subterm D Midcourse Grades Due (11:59 pm ET)
	15	Subterm C Midcourse Grades Due (11:59 pm ET)
	19	Juneteenth Holiday Campuses Closed
	21	Subterm D Last day to Withdraw
	22	Subterm B Midcourse Grades Due (11:59 pm ET)
July	1	Subterm D Ends
	2	Subterm A Mid-Course Grades Due (11:59 pm ET)
	3	**Summer Trimester Start 2** (Midterm Post Professional New Students Start) **Subterm E Begins**
	4	July 4 Holiday - All campuses closed
	5	Subterm C Last day to Withdraw
	7	Student & Faculty Holiday - All Campuses Open - No courses
	8	Summer Trimester Start 2 Last day of Withdrawal Period Subterm E Last day of Drop Period
	10	Faculty Term Start Meeting
	16	Subterm B Last day to Withdraw

	19	Subterm C Ends
	21	**Subterm F Begins**
	26	Subterm A Last day to Withdraw
	27	Subterm F Last day of Drop Period Subterm E Midcourse Grades Due (11:59 pm ET)
August	2	Subterm B Ends
	4	**Subterm G Begins**
	6	Subterm F Midcourse Grades Due (11:59 pm ET)
	10	Subterm G Last day of Drop Period
	11	Subterm F Last day to Withdraw
	13	Subterm E Last day to Withdraw
	14	Subterm G Last Day to Withdraw
	20	Graduate Grades Due
	23	Subterms A, E, F, G End Last day of Term Degrees Conferred
		All dates are subject to change.

	2025-2026 Academic Calendar

		Fall 2025 **All Midcourse Grades are due by the published date at 11:59 p.m. ET.** **All Final Grades are due within 48 hours of the final class meeting or final exam at 11:59 p.m. ET.** Sept 8-Dec 20 Subterm A **(15 weeks)** Sept 8-Nov 29 Subterm B **(12 weeks)** Sept 8-Nov 15 Subterm C **(10 weeks)** Sept 8-Oct 28 Subterm D **(7 weeks 2 days)** Oct 31-Dec 20 Subterm E **(7 weeks 2 days)** Nov 17-Dec 20 Subterm F **(5 weeks)** Dec 1-Dec 20 Subterm G **(3 weeks)**
September	4	Appeals Committee Meetings Flex & Hybrid Programs Virtual Orientations
	5	Tuition Due Residential Programs Orientation
	8	**Fall Trimester Begins** **Subterms A, B, C, D Begin**
	14	All Subterms Last day of Add Subterm A, B, C, D Last day of Drop Period
October	3	Subterm D Midcourse Grades Due (11:59 pm ET)
	12	Subterm C Midcourse Grades Due (11:59 pm ET)
	18	Subterm D Last day to Withdraw

	19	Subterm B Midcourse Grades Due (11:59 pm ET)
	27	Subterm D Ends
	29	Subterm A Midcourse Grades Due (11:59 pm ET)
	31	**Fall Trimester Start 2** (Midterm Post Professional New Students Start) **Subterm E Begins**
November	1	Subterm C Last day to Withdraw
	6	Fall Start 2 Last day to Drop Subterm E Last day to Drop
	11	Veteran's Day Holiday - All Campuses Closed
	12	Subterm B Last day to Withdraw
	15	Subterm C Ends
	16	**Subterm F Begins**
	22	Subterm A Last day to Withdraw
	23	Subterm F Last day to Drop
	25	Subterm E Midcourse Grades Due (11:59 pm ET)
	26	Classes end at Noon local time Administrative offices close at 3:00 pm local time
	27	Thanksgiving Holiday Campuses Closed

	28	Thanksgiving Holiday Campuses Closed
	29	Subterm B Ends
December	1	**Subterm G Begins**
	3	Subterm F Midcourse Grades Due (11:59 pm ET)
	7	Subterm G Last day to Drop
	10	Fall Start 2 Last day to Drop Subterm E Last day to Withdraw
	14	Subterm F Last day to Withdraw
	17	Subterm G Last day to Withdraw Graduate Grades Due
	20	Subterms A, E, F, G End Last day of term Degrees conferred
		Spring 2026 **All Midcourse Grades are due by the published date at 11:59 p.m. ET.** **All Final Grades are due within 48 hours of the final class meeting or final exam at 11:59 p.m. ET.** Jan 12-Apr 25 Subterm A **(15 weeks)** Jan 12-Apr 4 Subterm B **(12 weeks)** Jan 12-Mar 21 Subterm C **(10 weeks)** Jan 12-Mar 3 Subterm D **(7 weeks 2 days)**

		Mar 6-Apr 25 Subterm E **(7 weeks 2 days)** Mar 23-Apr 25 Subterm F **(5 weeks)** Apr 6-Apr 25 Subterm G **(3 weeks)**
January	8	Appeals Committee Meets Flex & Hybrid Programs Virtual Orientation
	9	Tuition Due Residential Programs Orientation
	12	**Spring Trimester Begins** **Subterms A, B, C, D Begin**
	18	All Subterms Last day of Add Subterm A, B, C, D Last day of Drop Period
	19	Martin Luther King, Jr. Holiday - All campuses closed
February	6	Subterm D Midcourse Grades Due (11:59 pm ET)
	15	Subterm C Midcourse Grades Due (11:59 pm ET)
	16	Presidents' Day Holiday - All campuses closed
	17	Students and Faculty No Classes - Administrative Offices open
	21	Subterm D Last day to Withdraw
	22	Subterm B Midcourse Grades Due (11:59 pm ET)
March	3	Subterm D Ends
	4	Subterm A Midcourse Grades Due (11:59 pm ET)

	6	**Spring Trimester Start 2** (Midterm Post Professional New Students Start) **Subterm E Begins**
	7	Subterm C Last day to Withdraw
	12	Spring Start 2 Last day to Drop Subterm E Last day to Drop
	18	Subterm B Last day to Withdraw
	21	Subterm C Ends
	23	**Subterm F Begins**
	28	Subterm A Last day to Withdraw
	29	Subterm F Last day to Drop
	31	Subterm E Midcourse Grades Due (11:59 pm ET)
April	4	Subterm B Ends
	6	**Subterm G Begins**
	8	Subterm F Midcourse Grades Due (11:59 pm ET)
	12	Subterm G Last day to Drop
	15	Subterm E Last day to Withdraw
	19	Subterm F Last day to Withdraw
	22	Subterm G Last day to Withdraw

	Graduate Grades Due
25	Subterms A, E, F, G End Last day of term Degrees conferred
	All dates are subject to change.
	Summer 2026 **All Midcourse Grades are due by the published date at 11:59 p.m. ET.** **All Final Grades are due within 48 hours of the final class meeting or final exam at 11:59 p.m. ET.** May 11-Aug 22 Subterm A **(15 weeks)** May 11-Aug 1 Subterm B **(12 weeks)** May 11-July 18 Subterm C **(10 weeks)** May 11-June 30 Subterm D **(7 weeks 2 days)** July 2-Aug 22 Subterm E **(7 weeks 2 days)** July 20-Aug 22 Subterm F **(5 weeks)** Aug 3-Aug 22 Subterm G **(3 weeks)**
May 7	Appeals Committee Meets Flex & Hybrid Programs Virtual Orientation
8	Tuition Due Residential Programs Orientation
11	**Summer Trimester Begins** **Subterms A, B, C, D Begin**
17	All Subterms Last day of Add

		Subterm A, B, C, D Last day of Drop Period
	25	Memorial Day Holiday - All campuses closed
June	5	Subterm D Midcourse Grades Due (11:59 pm ET)
	14	Subterm C Midcourse Grades Due (11:59 pm ET)
	19	Juneteenth Holiday - All campuses closed
	20	Subterm D Last day to Withdraw
	21	Subterm B Midcourse Grades Due (11:59 pm ET)
	30	Subterm D Ends
July	1	Subterm A Midcourse Grades Due (11:59 pm ET)
	2	**SummerTrimester Start 2** (Midterm Post Professional New Students Start) **Subterm E Begins**
	3	July 4 Holiday - All campuses closed
	4	Subterm C Last day to Withdraw
	6	Student & Faculty Holiday - All Campuses Open - No courses
	8	Summer Start 2 Last day to Drop Subterm E Last day to Drop
	15	Subterm B Last day to Withdraw
	18	Subterm C Ends

	20	**Subterm F Begins**
	25	Subterm A Last day to Withdraw
	26	Subterm F Last day to Drop
	28	Subterm E Midcourse Grades Due (11:59 pm ET)
August	1	Subterm B Ends
	3	**Subterm G Begins**
	5	Subterm F Midcourse Grades Due (11:59 pm ET)
	9	Subterm G Last day to Drop
	12	Subterm E Last day to Withdraw
	16	Subterm F Last day to Withdraw
	19	Subterm G Last day to Withdraw Graduate Grades Due (11:59 pm ET)
	22	Subterms A, E, F, G End Last day of term Degrees conferred
		All dates are subject to change.

General Information

Board of Directors

John Hoey, Chair
Travis Allen
Ashish Ghia
Kenda Gonzales
Greg Jansen
John Kline
Julia Leeman
Ana Lopez-Blazquez
Joe Mildenhall
Dr. Kimberlee Moore
Dr. Lynn Priddy

Administrative Officers and Staff

Chancellor and Chief Executive Officer	Vivian A. Sanchez
President and Chief Academic Officer	Brian Goldstein, PhD, CCC-SLP
Vice Chancellor	Melanie Storms, PsyD
Chief Financial Officer and Senior Vice President, Campus Operations	Stephanie Furlough-Morris, PhD
Chief Marketing Officer	Corey Miller
General Counsel and Senior Vice President, Compliance	Deborah L. Zimic
Associate Chief Academic Officer and Vice President, Teaching, Learning, and Innovation	Maria Puzziferro, PhD
Vice President, Accreditation	Melanie Davis, DHEd
Vice President, Human Resources	Susan Waugh
Vice President, Enrollment Management	Julie Gonick
Vice President, Student Administration	Dawn Werling
Associate Dean, Occupational Therapy Programs	Lynn Kilburg, DHSc, MBA, OTR/L
Interim Associate Dean, Physical Therapy Programs	Brian Goldstein, PhD, CCC-SLP

Assistant Dean, PT Faculty and Academic Affairs	Thomas P. Werner, PT, MA, PhD
Assistant General Counsel	Claudia Chahin, JD
Executive Director, Campus Operations and Facilities	Sylvia Berenguer
Executive Director, Clinical and Career Services	Mariesol Wallace, PT, DPT, CCI
Executive Director, Compliance Initiatives	April Aldredge
Executive Director, Human Resources Operations	Laura Kauffman
Executive Director, Institutional Research and Assessment	Nga Phan
Executive Director, School of Nursing	Sarah M.I. Cartwright, RN, NI-BC, CAPA, FASPAN
Executive Director, Student Affairs	Candice Vasquez, MEd, LPC
Executive Director, Student Financial Services and Compliance	Dana Mingo
Senior Program Director, College of Health Sciences	Kathy H. Wood, PhD
Senior Program Director, Doctor of Physical Therapy Program St. Augustine and Miami, Florida	Beth Ennis, PT, EdD, PCS
Senior Program Director, Master of Science in Speech-Language Pathology Programs	Meghan Savage, PhD, CCC-SLP
Program Director, Doctor of Physical Therapy Program Miami, Florida	Gabriel Somarriba, PT, DPT, EdD
Program Director, Doctor of Physical Therapy Program San Marcos, California	James (Jim) Mathews, PT, DPT, PhD, MBA
Program Director, Doctor of Physical Therapy Program Austin, Texas	Christopher (Chris) Wise, PT, DPT, MTC, ATC, PhD
Program Director, Doctor of Physical Therapy Program Dallas, Texas	Thomas P. Werner, PT, MA, PhD
Program Director, Occupational Therapy Programs St. Augustine, Florida	Helen Carey, PhD, MSc Adv OT, OTR

Program Director, Occupational Therapy Programs Miami, Florida	Marcia Hamilton, OTD, MSHS, OTR/L, BCTS
Interim Program Director, Occupational Therapy Programs Austin, Texas	Eric Hicks, PhD, MS, OTR
Program Director, Occupational Therapy Programs San Marcos, California	Erin Schwier, OTD, EdD, OTR/L
Program Director, Occupational Therapy Programs Dallas, Texas	Keith B. McWilliams, OTD, OTR/L, DRS
Associate Program Director, Master of Science in Speech-Language Pathology Program San Marcos, California	Christina Gildersleeve-Neumann, PhD, CCC-SLP
Associate Program Director, Master of Science in Speech-Language Pathology Program St. Augustine, FL	Lizzette Roman-Marrero, PhD, CCC-SLP
Associate Program Director, Master of Science in Speech-Language Pathology Program Austin, Texas	Christine Fiestas, PhD, CCC-SLP
Interim Program Director, Transitional Doctor of Physical Therapy	Kathy H. Wood, PhD
Interim Program Director, Doctor of Education	Kathy H. Wood, PhD
Program Director, Post Professional Doctor of Occupational Therapy	Jennifer Susong Crowder, DSc, MOT, OTR
Program Director, MHA/MHS Programs	Kathy H. Wood, PhD
University Registrar	Katie L. Carrillo, MS
Senior Director, Brand and Content Marketing	Rosemary Whaling
Senior Director, Clinical Learning Innovation	Elisabeth McGee, PhD, DPT, MOT, PT, OTR/L, MTC, CHT, CHSE
Senior Director, Digital Learning and Design	Raja Sen
Senior Director, Enrollment	Josephine Loiacono
Senior Director, Media and Digital Marketing	Vicki MacDonald
Director, Alumni Engagement	Polly Crabtree
Director, Continuing Professional Education	Lori Hankins
Director, Library Services	Nadia Hommerding

Director, Residency Programs	Matthew Daugherty, PT, DPT, OTR/L, MOT, DBA
Director, Safety and Security	Arnel Aquino
Director, Student Life	Jessica Murphy
Director, Tutoring Services and Writing Center	Hideki Nakazono
Director, University Communications	Suzanne Harbison
Controller	Erik Amaro, CPA

Mission Statement

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

Core Values

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

University History and Growth

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

In 1979 the University formally known as the Institute of Physical Therapy (the Institute) was founded. The State of Georgia granted authority to offer a clinically based, post-professional (advanced) Master of Science in Physical Therapy (MScPT) degree. Thus,

the Institute became the first independent, proprietary school in physical therapy able to confer a graduate degree.

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

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

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

- In 1994, the Institute commenced a first professional degree in physical therapy—the Master of Physical Therapy (MPT). This program was accredited by the Commission on Accreditation in Physical Therapy (CAPTE) in October 1996 and reaffirmed in 2001.
- In 1996, the Institute of Occupational Therapy was founded to offer a Master of Occupational Therapy (MOT) degree, a first-professional (entry-level) program. The MOT program was accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) in April 1999 and was reaccredited in April 2009.
- On March 4, 1997, the organization formally became the University of St. Augustine for Health Sciences. Also, in 1996–97, the University entered into contracts to purchase a small private hospital and an adjoining 26 acres of land at the Flagler Health Park Campus in St. Augustine, thus creating the University's current St. Augustine, Florida, campus.
- In 1999, the State Board of Independent Colleges and Universities (SBICU) authorized USAHS to award the transitional Doctor of Physical Therapy (tDPT) degree, to restructure its MScPT to a Master of Health Science (MHS) degree and to implement a Doctor of Health Sciences (DHSc) degree.
- In 2000, the University began the dual degree option whereby a student could earn a Master of Occupational Therapy (MOT) degree and a Master of Physical Therapy (MPT) degree concurrently.
- In 2001, the University was given authorization by the Florida Commission for Independent Education for the Department of Education (CIE) to award the entry-level Doctor of Physical Therapy (DPT). This replaced the entry-level Master of Physical Therapy (MPT). Also approved were the transitional Doctor of Physical Therapy (tDPT) and the transitional Doctor of Occupational Therapy (tOTD), both post-professional degrees.

- In 2003, the University began to offer the Orthopaedic Manual Physical Therapy Fellowship, initially accredited in 2002 and reaccredited in 2013 by the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE).
- In 2004, the University's flexible Doctor of Physical Therapy (Flex DPT) expansion program was apporved by CAPTE and launched in 2005 in Boca Raton, Florida. The Flex program combines online learning with face-to-face, hands-on instruction during select weekends. The Flex DPT program was moved from Boca Raton, Florida, to the St. Augustine campus in 2010.
- In June 2006, the University broke ground on a 98,000 square foot academic and clinic building at the St. Augustine campus. The building was completed in August 2007. Amenities include labs, multiple classrooms, separate wet and dry anatomy labs, a fitness center, and a physical therapy clinic.
- In 2007, the University received approval from the California Bureau for Private, Postsecondary, and Vocational Education and accreditation from CAPTE to begin a DPT program in San Diego, California. This campus officially opened on August 29, 2007. The San Diego Flex DPT expansion program was accredited by CAPTE in October 2008.
- Dr. Stanley Paris, the founding President, retired on August 4, 2007, and Dr. Michael Hillyard, DPA, was inaugurated as the second President of the University. In 2009 Dr. Hillyard resigned and Dr. Paris resumed the presidency of the University.
- In January 2009, the San Diego campus moved to a 76,000 square foot, three-building corporate center in San Marcos, California. The University received "developing program accreditation status" from ACOTE for the San Marcos MOT program, which allowed the inaugural class to begin in Fall 2009. The dual-degree MOT/DPT option also began in Fall 2009.
- The University received approvals in 2009 to begin to offer the Doctor of Education (EdD) degree.
- In 2010, the University received approval from CIE to restructure the Doctor of Health Science (DHSc) degree. The Distance Education Accrediting Commission approved the accreditation of the DHSc degree in 2010.
- The University's Clinical Orthopaedic Residency was granted initial accreditation in 2010 and reaccreditation in 2016 by ABPTRFE.
- As a provider of continuing professional education, the University was granted initial accreditation in 2010 and reaccreditation in 2020 by the International Association for Continuing Education and Training (IACET).
- On April 16, 2011, Dr. Wanda Nitsch was inaugurated as the fourth President of USAHS. The University headquarters was moved to San Marcos, California.

- In September 2011, the University was approved by the Texas Workforce Commission to offer the Doctor of Physical Therapy (DPT) degree in Austin, Texas, to commence in the fall of 2012. The Texas Higher Education Coordinating Board gave approval in October 2011. CAPTE granted accreditation for the Austin DPT program and reaffirmed accreditation for the DPT programs in San Marcos and St. Augustine, which included the Flex expansion programs, 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 expansion program in Austin, Texas, was approved 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 initial location, west of the city of Miami. Approvals were gained for the Master of Health Administration (MHA) degree program.
- In 2016, the Miami DPT expansion program was approved by CAPTE and accepted its inaugural class of DPT students. State licensure approvals were obtained to begin a DPT program on the Miami campus, an online Master of Science in Nursing program, and a Doctor of Nursing Practice program. The MHScAT program was redesigned to become the Master of Health Science (MHS) degree program.
- The University voluntarily resigned accreditation with the Distance Education Accrediting Commission on May 31, 2016, concluding a successful relationship of 23 years.
- In October 2017, the University's Master of Science in Nursing (MSN) program received initial accreditation from the Commission on Collegiate Nursing Education (CCNE).

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

- In May 2022, CAPTE reaffirmed accreditation for the DPT programs in San Marcos, St. Augustine, and Austinand Austin, which includes the Flex expansion programs and the Miami expansion program, for a period of 10 years.
- In July 2022, The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) awarded initial accreditation to the University's Master of Science in Speech-Language Pathology (MS-SLP) program.
- In August 2022, ACOTE reaccredited the Austin, Texas, MOT program for a period of 10 years.
- In November 2022, CCNE reaccredited the MSN program for a period of 10 years.
- In April 2023, CAPTE granted Initial Accreditation status to the Dallas, Texas, DPT program for a period of five years.
- In October 2023, CCNE reaccredited the DNP and Post-Graduate Nursing Certificate (FNP and PMHNP specializations) programs for a period of 10 years.
- In December 2023, ACOTE reaccredited the Austin, Texas, OTD program for a period of 10 years.
- In February 2024, CAA approved the addition of the Master of Science in Speech-Language Pathology (MS-SLP) programs in San Marcos, California, and St. Augustine, Florida—both satellite campuses.
- In December 2024, the University's parent company, University of St. Augustine Parent Corp. was acquired by Perdoceo Education Corporation, which is an education company holding accredited academic institutions that offer quality postsecondary education.

The University continues to add programs, faculty, and facilities that provide meaningful educational experiences and enable the development of healthcare leaders.

University Ownership

The University of St. Augustine for Health Sciences (USAHS) is owned by University of St. Augustine for Health Sciences, LLC. The parent company of USAHS is University of St. Augustine Parent Corp., which is owned by Perdoceo Education Corporation.

Institutional Learning Outcomes

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

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

University Self-Evaluation Process

The institution has an assessment process for academic programs. There are three outcome levels: institutional learning outcomes (ILOs), program learning outcomes (PLOs), and course learning outcomes (CLOs). The PLOs define the levels of performance required at the end of the program and are aligned with the ILOs and professional accreditation standards where applicable. The process includes the annual program assessment cycle, where each academic program assesses its PLOs yearly. In a five-year cycle, all PLOs are assessed, culminating in a comprehensive program review process that includes an external reviewer(s). Data analysis determines progress toward educational effectiveness goals, using evidence from the annual program assessment and program review processes to shape initiatives and action plans.

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. 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. 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.

Appeal Process

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

State Licensure, Approvals, and Authorizations

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

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), and Master of Science in Speech-Language Pathology (MS-SLP) degrees and the Graduate Certificates and Post-Graduate Nursing Certificates.

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

This licensure for the St. Augustine, Florida, campus includes the Doctor of Physical Therapy (DPT), Master of Occupational Therapy (MOT), Doctor of Occupational Therapy (OTD), Master of Science in Speech Language Pathology, 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), and Doctor of Education (EdD) degrees, Post-Graduate Nursing Certificates (Nurse Executive, Nurse Educator, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner), and Graduate Certificates in Executive Leadership, Business Intelligence, and Interprofessional Education. Continuing education courses are not under the purview of the CIE.

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

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

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

USAHS' programs are exempt from authorization by the Alaska Commission on Postsecondary Education under AS 14.48, as USAHS' programs are offered online only and USAHS does not have a physical presence in the state.

The University of St. Augustine for Health Sciences has been granted a license by the District of Columbia Higher Education Licensure Commission, 1050 First Street NE, 5th Floor, Washington, DC 20002; 202-727-6436 to offer the following online degree programs in the District of Columbia: Master of Occupational Therapy (MOT), Flex Master of Occupational Therapy (Flex MOT), Doctor of Occupational Therapy (OTD), Flex Doctor of Occupational Therapy (Flex OTD), Doctor of Physical Therapy (DPT),

Flex Doctor of Physical Therapy (Flex DPT), Master of Science in Speech-Language Pathology (MS-SLP), Master of Health Administration (MHA), Master of the Health Science (MHS), Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), Post-Graduate Family Nurse Practitioner (PG Cert-FNP), Post-Graduate Psychiatric Mental Health Nurse Practitioner (PG Cert-PMHNP), Post-Professional Doctor of Occupational Therapy (PPOTD), Transitional Doctor of Physical Therapy (tDPT), Doctor of Education (EdD), Graduate Certificate in Executive Leadership, Graduate Certificate in Business Intelligence, and Graduate Certificate in Interprofessional Education.

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

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

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

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

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

The University of St. Augustine for Health Sciences is registered with the Maryland Higher Education Commission to offer online education. For student complaints, please contact the Maryland Higher Education Commission, 217 East Redwood Street, Suite 2100, Baltimore, MD 21202; (410)-767-3300; collegiatecomplaint.mhec@maryland.gov; or https://onestop.md.gov/forms/student-complaints-mhec-5f74bfc0ab0f9d00fc796766.

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

The University of St. Augustine for Health Sciences is certified to operate by the State Council of Higher Education for Virginia, 101 N. 14th Street, 10th Floor, James Monroe Building, Richmond, VA 23219; 804-225-2600.

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/FNP, MSN-entry DNP, DNP (FNP), and Post-Graduate Nursing Certificate (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), 1080 Marina Village Parkway, Suite 500, Alameda, CA 94501; 510-748-9001; www.wscuc.org.

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

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

WASC Senior College and University Commission (WSCUC)
1080 Marina Village Parkway, Suite 500
Alameda, CA 94501
510-748-9001
www.wscuc.org

The Doctor of Physical Therapy (DPT) programs at the University of St. Augustine for Health Sciences in San Marcos, California; St. Augustine and Miami, Florida; and Austin and Dallas, Texas, and the DPT Flex programs in San Marcos, California; St. Augustine, Florida; and Austin, Texas, are accredited by the Commission on Accreditation in

Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; telephone: 703-706-3245, email: accreditation@apta.org; or website: http://www.capteonline.org. The Transitional Doctor of Physical Therapy and Clinical Orthopaedic Residency programs are not subject to accreditation by CAPTE. If needing to contact the San Marcos programs directly, please call Dr. Jim Mathews at 760-410-5316 or email jmathews@usa.edu. If needing to contact the St. Augustine or Miami programs directly, please call Dr. Beth Ennis at 904-770-3645 or email bennis@usa.edu. If needing to contact the Austin programs directly, please call Dr. Chris Wise at 737-202-3347 or email cwise@usa.edu. If needing to contact the Dallas program directly, please call Dr. Thomas P. Werner at 469-498-5740 or email twerner@usa.edu.

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

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

The entry-level occupational therapy master's degree (MOT) programs at the San Marcos, California; St. Augustine and Miami, Florida; and Austin and Dallas, Texas, campuses are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is 301-652-AOTA, and its web address is www.acoteonline.org. Graduates of the programs will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

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

The entry-level occupational therapy doctoral degree (OTD) programs at the San Marcos, California; St. Augustine and Miami, Florida; Austin and Dallas, Texas, campuses are accredited by the Accreditation Council for Occupational Therapy

Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is 301-652-AOTA, and its web address is www.acoteonline.org. Graduates of the programs will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. 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, Level II fieldwork, and 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), 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814, (301) 652-AOTA or visit www.acoteonline.org.

Complaints about the program that cannot be resolved after following the University's procedures may be submitted online by completing the Complaint Against a Program Subject to ACOTE Accreditation form or electronically by sending the completed form as an attachment to an email addressed to accred@aota.org. All complaints against a program must be addressed to the ACOTE Chairperson, c/o the Accreditation Department and signed by the complainant.

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

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

University of St. Augustine for Health Sciences is authorized to offer IACET continuing education units (CEUs) for its programs that qualify under the ANSI/IACET Standard.

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

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

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

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

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

For more information, contact:

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

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

The University of St. Augustine for Health Sciences is approved to admit students under the Student and Exchange Visitor Program (SEVP). See International Students Applying for Admission for details, including the programs and campuses currently approved to offer the SEVP.

Financial Resources

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

University had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

Campuses and Clinical Sites

Addresses and Contact Information

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

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

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

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

Dallas Campus
901 W. Walnut Hill Lane
Irving, TX 75038
United States of America

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

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

Degrees and Certificates

College of Rehabilitative Sciences

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

- The Master of Science in Speech-Language Pathology (MS-SLP) degree program is offered as a five-trimester program (designed to take one year, eight

months to complete) that combines online courses with a residency experience on campus once per trimester in Trimesters 1, 2, 3, and 4.

- The Master of Occupational Therapy (MOT) degree program is offered in three formats: (1) Residential: a six-trimester, campus-based program that is designed to take two years to complete, (2) Flex: a nine-trimester, flexible program (designed to take three years to complete) that combines online courses with weekend labs, and (3) Hybrid Immersion: a six-trimester, online program with in-person labs twice per trimester for three to five days (designed to take two years to complete).
- The Doctor of Occupational Therapy (OTD) degree program is offered in two formats: (1) Residential: an eight-trimester, campus-based program that is designed to take two years and eight months to complete, and (2) Flex: an eleven-trimester, flexible program (designed to take three years and eight months to complete) that combines online courses with weekend labs.
- The Post-Professional Doctor of Occupational Therapy (PPOTD) degree is for those individuals with either a bachelor's or master's degree in occupational therapy. The PPOTD degree is administered from the San Marcos, California, campus and offered in an online format that includes optional on-campus residencies.
- The Doctor of Physical Therapy (DPT) program is offered in two formats for students entering prior to the Fall 2024 term: (1) Residential: an eight-trimester, campus-based program (designed to take three years and eight months to complete) and (2) Flex: a twelve-trimester, flexible program (designed to take four years to complete) that combines online courses with weekend labs.
- The Doctor of Physical Therapy (DPT) program is offered in two formats for students entering Fall 2024 term or after: (1) Residential: a seven-trimester, campus-based program (designed to take two years and four months to complete) and Flex: (2) a nine-trimester, flexible program (designed to take three years to complete) that combines online courses with weekend labs.
- The transitional Doctor of Physical Therapy (tDPT) degree is for those individuals with either a bachelor's or master's degree in physical therapy. The requirements for this degree vary depending on previous coursework and area of interest. The transitional DPT degree is administered from the San Marcos, California, campus and uses a combination of seminar/distance education and online courses. *This program is not currently enrolling students.*

These degrees are offered on the following campuses:

San Marcos, California

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

Austin, Texas

- Master of Science in Speech-Language Pathology (MS-SLP) - *blended learning format*
- 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)

Dallas, Texas

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

Distance/Online

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

College of Health Sciences

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

- The Master of Health Administration (MHA) degree is for those individuals with either a bachelor's or master's degree from an accredited institution, preferably in the health sciences. The MHA degree is offered in an online format and includes an optional on-campus residency. *This program is not currently enrolling new students.*
- The Master of Health Science (MHS) degree is for those individuals with either a bachelor's or master's degree from an accredited institution, preferably in the health sciences. The MHS degree is offered in an online format and includes a 3-day, on-campus residency. *This program is not currently enrolling new students.*
- The Doctor of Education (EdD) degree is for healthcare providers with either a master's degree or a clinical doctorate. The EdD degree is offered in an online format and includes two weekend in-person residencies.

Graduate Certificates are for those individuals with a bachelor's degree, master's degree, or higher from an accredited institution, preferably in the health sciences.

Graduate Certificates are offered in an online format and include an optional on-campus residency. Students select one of the following certificate options:

- Business Intelligence
- Executive Leadership
- Interprofessional Education

School of Nursing

- The RN-Master of Science in Nursing in Family Nurse Practitioner (RN-MSN-FNP), Psychiatric Mental Health Nurse Practitioner (RN-MSN-PMHNP), and Adult Gerontology Nurse Practitioner* (RN-MSN-AGNP) degree program is for registered nurses who already hold an associate degree in nursing (ADN), RN license, and one year of prior work experience. The program is offered online with required practicum hours with a preceptor; travel and, on some occasions, relocation may be required.
- The Master of Science in Nursing (MSN) degree is for registered nurses who already hold a Bachelor of Science in Nursing (BSN) degree. Specialty roles currently offered include family nurse practitioner, adult gerontology nurse practitioner, psychiatric mental health nurse practitioner, nurse educator,* and nurse executive. The program is offered online with required practicum hours with a preceptor; travel and, on some occasions, relocation may be required.
- The Doctor of Nursing Practice (DNP) degree is for registered nurses who already have either a BSN degree or an MSN degree. For nurses who enter the program with a BSN, specialty roles currently offered include family nurse practitioner or nurse executive. For nurses who enter the program with an MSN, role specialization was completed in their MSN program so no role specialization is required. The DNP program, whether BSN-entry or MSN-entry, is offered online with required practicum hours with a preceptor; travel and, on some occasions, relocation may be required.

Nursing Post-Graduate Certificates

- Family Nurse Practitioner Certificate
- Psychiatric Mental Health Nurse Practitioner
- Nurse Educator Certificate*
- Nurse Executive Certificate

**The Adult Gerontology Nurse Practitioner role specialty and Nurse Educator role specialty and post-graduate certificate program are not accepting new students.*

Methods for Education Delivery

Learning Model

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

Lecture/Didactic Coursework: Courses that focus mainly on foundational, theoretical, and required knowledge are considered didactic in nature. These lecture courses with no laboratory component are delivered primarily online utilizing the learning management system. Online content and active learning activities, which include collaborative group work, interactive media, and discussion forums, may also be supplemented with face-to-face instruction. 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 at cpe.usa.edu. After attending the seminar, students must complete the online course that corresponds with the seminar they attended.

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

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

Interprofessional Coursework: Students in all programs take some courses that are specifically designated as interprofessional courses. In these courses, students learn with, for, and about other professions and through a variety of active and innovative

learning activities, develop interprofessional education (IPE) core competencies in the domains of values and ethics, roles/responsibilities, communication, and teamwork.

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

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

Course Delivery

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.

Some or all instruction and/or other academic activities may be delivered fully online due to exceptional circumstances that may threaten the safety and security of the campus community. Tuition and mandatory fees have been set regardless of the method of instruction and are not refunded in the event instruction and/or other academic activities occurs fully online for any part of the academic year.

Additionally, by entering a physical campus of USAHS or participating in USAHS activities, students acknowledge that they may be exposed to risks that may result in illness or personal injury, including risk of exposure to COVID-19. USAHS cannot eliminate these risks, and students accept all risks to their health that may result from entering a physical campus.

Types of Course Delivery

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

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

faculty member. All assignments within the online course have specific due dates. In most cases, assignments are graded within 48 hours, but lengthier assignments may take up to seven business days to grade. Students are notified in advance when the assignment/project may take more than seven days to grade.

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

All course instruction is provided in English.

The Campuses

San Marcos

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

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

St. Augustine

Located at the former site of the historic *St. Augustine Record* building, the expansive St. Augustine, Florida, campus at 1 News Place was built to the University's specification in 2024 and preserves the historic portion of the building while expanding the campus to a 122,000 square foot facility. The campus includes spaces for the Center for Innovative Clinical Practice, assessment and simulation rooms, cadaver and Anatomage anatomy labs, ample study spaces and a student lounge area, and enhanced outdoor engagement spaces with covered patios and a courtyard.

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 a one-hour drive from Jacksonville and Daytona airports and two hours from Orlando.

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 76,121 square foot campus sits in a well-appointed, upscale office complex that is in close proximity to downtown Miami, retail stores, airport, housing, and other amenities. The facility features administrative offices, classrooms, labs, a wet lab, a Center for Innovative Clinical Practice (CICP), an Activities of Daily Living (ADL) apartment, a learning studio, research and testing rooms, a library, study spaces, and a student lounge.

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

Coral Gables, Florida, located only four miles from downtown Miami and 12 miles from world-famous South Beach.

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 99,000 square foot campus originally consisted of one building with administrative offices, a library, laboratories, and collaborative learning spaces. A second building was completed in 2014 with additional classrooms, wet and dry labs, a student lounge, a recording studio for faculty to professionally record lectures and demonstrations, a Center for Innovative Clinical Practice (CICP), an Activities of Daily Living (ADL) apartment, a student lounge, and study areas. A third building was completed in 2015 and includes a rehabilitation clinic and faculty offices.

As the state capital, Austin provides a wealth of entertainment options and unique attractions. 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.

Dallas

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

The Dallas campus is as diverse as the city's citizens, and around every corner, there are opportunities to spend time outside. The Dallas campus is a respite from bustling downtown Dallas yet only a few miles away.

Building Hours

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

Business Days

The University offers classes seven days per week. Students should refer to the course syllabus regarding due dates for assignments. A business day refers to days that the administrative offices operate, which is Monday through Friday, 8:00 a.m. to 5:00 p.m. in each respective time zone and excludes holidays.

Commuter Alternatives Program (CAP)

The Commuter Alternatives Program (CAP) is designed to reduce the University's carbon footprint and impact on local environments. Through CAP, the University provides participants with incentives for carpooling, bicycling, walking, or taking public transportation to and from campus.

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

1. *Carpooling:* Two or more participants who wish to ride together may enroll in CAP under the carpool option. Each participant who chooses this option receives an Amazon gift card each trimester and one CAP Parking Permit hang tag to be shared among the carpool team members. Carpool teams must register together

and complete the CAP form with the carpool box checked. Participants who choose to sign up for this option for the first time are required to turn in the previously issued USAHS Student or Staff/Faculty parking permit at the time of registration. Participants who are signed up under this option are required to reenroll for each new trimester. All CAP hangtags/badges should be returned at the end of the trimester.

2. *Bike, Public Transportation, or Walk:* Participants who rely on alternate methods of transportation may enroll in CAP under the Bike, Public Transportation, or Walk option. Participants who choose this option also receive an Amazon gift card each trimester but are not issued a parking permit to park on campus. Participants who enroll in this option for the first time are required to turn in the previously issued USAHS Student or Staff/Faculty parking permit at the time of registration. Participants who were enrolled in the Bike, Public Transportation or Walk option during the previous trimester are required to re-enroll for each new trimester.

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

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

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

Parking

USAHS campuses and parking lots are private property, and the University regulates parking on each of the campuses. The University encourages students, faculty, and staff to carpool or take alternative transportation whenever possible.

Depending on the campus, cars must have either a University parking decal or hanging tag, and it must be displayed at all times. This decal/tag is valid for the trimester for which it is issued while the student is enrolled at the University. The decal/tag must be used only by the student to whom it was issued. The Miami campus uses multitenant garages; therefore, badges are used and must be returned at the end of each trimester. The Dallas campus is also a multitenant garage and uses decals to access parking; these decals are not required to be returned at the end of each trimester.

As appropriate to each campus, students are required to permanently affix the decal to the back window on the driver's side of the vehicle; motorcycle decals must be permanently affixed to the front screen and hanging tags must be hung from the

rearview mirror on the windshield. If a valid decal is not displayed, the automobile is subject to ticketing, booting, or towing, and any subsequent charges are the student's responsibility.

Students are responsible for updating their vehicle type and/or license tag information with the University by completing the appropriate campus parking form when any changes occur. Parking forms are available by contacting the campus facilities manager. Additional information may be available at the MyUSA portal, Student Services tab, Parking page.

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

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

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

San Marcos Campus

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

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

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

Additional provisions of the University parking policy include the following:

- Parking is not permitted along the curbs of Windy Point Drive, Borden Road, or the streets within defined neighborhoods.

- Parking is not permitted at the red curbs or in handicapped or visitor spaces unless the necessary designation applies.
- Double parking is not permitted.
- Excessive speed in the parking lot is prohibited.
- All automobiles must be locked while on University property.
- All stop signs are to be observed.
- Overnight parking is not allowed.

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

SLP and Hybrid Immersion at the San Marcos Campus

Master of Science in Speech-Language Pathology and Hybrid Immersion students must obtain a temporary parking pass, which is issued to students upon arrival on the first day of campus attendance. The temporary parking pass must be displayed on the vehicle's dashboard at all times. Local MS-SLP and Hybrid Immersion students who come to campus regularly during the week must register their vehicle and obtain a parking decal.

St. Augustine Campus

All USAHS students, faculty, and staff may park in the large parking lot on the east side of the building adjacent to the main entrance. The parking lot is most easily accessible through the News Place entrance off State Road 312**.**

- Unmarked parking spaces in the east parking lot are available for student use.
- Vehicle parking passes must be displayed as directed.
- *Preferred* spaces located closest to the door are reserved for visitors, including pro bono and CICP-standardized patients, as well as Commuter Alternative Program (CAP) carpool participants. CAP participants must have a CAP hangtag visible.
- Overflow visitor parking is located in the parking lot on the north side of the building next to the circle driveway. Students may not park in visitor parking.

- Spaces with charging stations are available for electric vehicles (credit card payment required).
- Overnight parking is not allowed.

Students who park in visitor parking spaces may be issued a parking citation of $25.00. The parking citation money is dispersed to students' professional organizations.

Additional provisions of the University parking policy are as follows:

- Parking is not permitted along the curbs of the parking lots.
- Parking is not permitted adjacent to University property—that is, access and side roads and other business' parking lots.
- Double parking is not permitted.
- Excessive speed in the student parking lot or in accessing University roadways is prohibited.
- All automobiles must be locked while on University property.
- All stop signs and stop bars are to be observed.

SLP and Hybrid Immersion at the St. Augustine Campus

Master of Science in Speech-Language Pathology and Hybrid Immersion students must obtain a temporary parking pass, which is issued to students upon arrival on the first day of campus attendance. The temporary parking pass must be displayed on the vehicle's dashboard at all times. Local MS-SLP and Hybrid Immersion students who come to campus regularly during the week must register their vehicle and obtain a parking decal.

Miami Campus

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

Students with a valid parking access card are permitted to park in the Douglas Entrance Parking Garage on the 10th to 12th floors from 6:00 a.m. to 11:00 p.m., Monday through Sunday. Access to the USAHS-designated floors must take place no more than 10 minutes after the first badge swipe at the garage entrance; otherwise, the badge system will cancel the entry swipe and exiting is impacted in which case the student must pay a fee of $25.00 to reactivate the badge.

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

Additional provisions of the University parking policy are as follows:

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

Hybrid Immersion at the Miami Campus

Hybrid Immersion students must use the Douglas Entrance parking garage and obtain a parking ticket upon entry, which will be validated by security each day when the student leaves campus. Students should make every attempt to leave campus by 7 p.m. each day; otherwise, they will need to contact building security to exit the garage. Local Hybrid Immersion students who come to campus regularly during the week must register their vehicle and obtain a parking badge.

Austin Campus

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

Additional provisions of the University parking policy are as follows:

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

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

Flex and MS-SLP at the Austin Campus

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

Dallas Campus

Students are permitted to park in any of the parking spaces on the P2 level, excluding disability spaces unless the appropriate parking decal is displayed for that space. The P2 level is accessible through the Corporate Drive entrance.

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

Additional provisions of the University parking policy are as follows:

- Vehicle registration information (e.g., plate number, color, make and model) is required to obtain a parking decal and park in the P2 parking deck.
- Students cannot park in any other spaces on any other parking deck, especially not in spaces marked as reserved. Students cannot park in the guest parking lot at the front of the building. VariSpace will tow improperly parked vehicles at the owner's expense.
- Double parking is not permitted.
- Excessive speed in the parking lot or while accessing the University P3 parking deck is prohibited.

- All automobiles must be locked while on the property.
- All stop signs and other road signs must be obeyed.
- Overnight parking is not allowed.

SLP and Hybrid Immersion at the Dallas Campus

Master of Science in Speech-Language Pathology students and Hybrid Immersion students must park on the University P2 parking deck. A temporary parking pass is issued to students upon arrival on the first day of attendance. The temporary parking pass must be displayed on the vehicle's dashboard. Local MS-SLP and Hybrid Immersion students who come to campus regularly during the week are required to register their vehicle and obtain a parking decal.

Flex Programs at the Dallas Campus

Flex students must register their vehicle through the Commuter Alternatives Program. Flex students who register their vehicles may use the University P2 parking deck on weekends without a decal. Flex students who come to campus during the week are required to register their vehicle and obtain a parking decal.

Lockers

On each campus, lockers are not assigned and are therefore provided on a first-come, first-served basis. Students must supply their own locks and remove these locks at the end of each trimester. 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*: Building A on the upper level near the classrooms
- *Miami Campus:* Main building in the hallway leading to the administrative offices and in the dressing rooms
- *Dallas Campus:* Hallway outside of the ADL lab and student lounge

Clinical Sites

The University has affiliations with clinical sites nationwide and internationally for the clinical portion of the student's experience, but not all sites are available for student assignments each trimester.

The University does not require students to provide or solicit clinical sites or clinical faculty, including preceptors or clinical instructors. Each program's clinical education coordinators/director and the Clinical Services department are responsible for coordinating all contact with clinical sites for the student. The University does not permit students to contact sites unless directed by the program's faculty or staff.

The clinical education faculty will communicate with students regarding the protocol for clinical placement. For more information on the clinical placement process, students may see their program's clinical education handbook, found at MyUSA, under the Clinical Services tab.

Admissions, Records, and Registration

Admissions

Admissions Office

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

Student Acquisition Teams

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

Admission to the University's Degree Programs

Overview

University students are admitted on the basis of their academic abilities and professionalism. The Student Acquisition Team coordinates admission for all degree-seeking students on all campuses in conjunction with the appropriate Program Director and the program admissions committees. 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, résumé or vitae, personal statement, recommendations, GRE and TOEFL reviews, observation or practicum hours, and for some programs the process culminates in an admissions interview.

Admission to USAHS is indicated by a formal digital admissions letter sent to the candidate from the Office of Admissions offering a seat into the class and program for an approaching trimester. Accompanying each admission's offer is an enrollment agreement. The student and a USAHS representative sign the agreement, which specifies the conditions under which USAHS provides instruction to the student. Additionally, information on costs for the specific program are included. As a prospective student, you are encouraged to review this catalog before signing an enrollment agreement. For California students, you are also encouraged to review the School Performance Fact Sheet, which must be provided to you before signing an enrollment agreement. A completed copy of the enrollment agreement is provided to the student and saved in the University's permanent files.

Admission Application Types

Degree Seeking

Candidates who seek admission into a master's, professional, or doctorate program.

Certificate

Graduate certificate programs (post-baccalaureate and post-masters) are non-degree certificates of focused study in specific disciplines.

Non-Degree/Non-Certificate Seeking

Students who have a bachelor's degree and are not planning to pursue a degree or graduate certificate program, can apply for non-degree seeking status to take classes in order to prepare for physical therapy licensure or to take program prerequisites or leveling courses necessary to meet the conditions of admission. Non-degree status may limit a student's course selection and financial aid options. Students should see Non-Degree Seeking Students for details on admissions and other requirements when enrolled with this status.

Readmission

Readmission is an abbreviated application type reserved for former USAHS students who left in good standing* and wish to return to their same program of study, and the start date of the trimester in which they wish to return is less than one year since their last enrollment.

Previously enrolled students who are dismissed due to student conduct violations are permanently separated from the University and ineligible for readmission.

Students seeking readmission should see Readmission for important details regarding readmission requirements and application timelines.

* Previously enrolled students who are suspended or placed on Administrative LOA due to student conduct violations may apply for readmission once all sanctions have been met.

Subsequent Application

This application type refers to former applicants and students who fall into one of four categories:

1. Previous applicant who was offered admission and declined that offer but wishes to apply again.
2. Previous applicant who was denied admission but wishes to apply again.
3. Former student who seeks to return to their original program after an absence of more than 12-months (3 trimesters).
4. Former student who seeks admission into a different program after a withdrawal or dismissal.

Subsequent Application–USAHS Alumni Benefits and Timelines

USAHS alumni are given the opportunity to utilize an abbreviated application process within specific time frames, which varies depending on the type of program to which they are seeking admission for a subsequent degree.

USAHS graduates from the MOT, OTD, DPT, or MS-SLP programs who seek admission to another USAHS entry-level degree program may use the abbreviated application process within three years of his or her graduation date. To be considered for admission to another entry-level degree program, a USAHS graduate must submit a completed Application for Admission; however, the University does not require transcripts and GRE score reports with the new application.

USAHS graduates seeking admission into a post-professional program within five years of their first degree may also use the abbreviated application process. The USAHS graduate must submit a completed Application for Admission; however, the University waives requirements for a letter of reference, essay, and/or statement of purpose and recycles transcripts from the student's previous application. Admission Application for USAHS Alumni details the requirements.

Regardless of the type of subsequent application submitted under the abbreviated application process, additional transcripts are needed only in instances when the USAHS alumnus attended another college/university after their last enrollment at

USAHS. All other application requirements apply, unless specifically identified as waived above.

Consideration for Admission After Dismissal–Reinstatement to Original Program

Students who are dismissed (involuntarily separated) from the University or program due to violations of academic policies or professional misconduct (PMC) violations may be reinstated to the same program upon successful appeal.

Students who are dismissed for academic reasons may seek reinstatement to their program through the Academic Appeals Process. Academic Evaluation and Appeal details information regarding the appeals process and requirements.

Students who successfully appeal dismissal by the Professional Misconduct Committee (PMC) are reinstated. Professional Misconduct details information regarding the appeals process for students seeking to appeal a PMC decision.

Outside of the academic and PMC appeal processes, the University does not consider students who have been dismissed for readmission into the same program in which they were enrolled at the time of dismissal.

Consideration for Admission after Dismissal–New Program

Students previously dismissed from one program for academic reasons may be eligible to apply for admission to a different USAHS program, under specific conditions, as outlined below.

- Students dismissed from an entry-level program may seek admission into a post-professional program or certificate program, but they are not eligible for consideration for admission into a different entry-level program.
- Students dismissed from a post-professional program may apply to a different post-professional program or certificate program; admission decision is at the discretion of the incoming program.
- Students dismissed from more than one program/certificate are ineligible for future admission and permanently separated from the University.

Admission Status

Full/Regular Admission

Full admission status identifies newly admitted students who have met all standards of admission at the time of application; the Admissions department has received all supplemental documents and the student either has met all matriculation requirements or does not have matriculation requirements.

Contingent Admission Status

Contingent admission status identifies newly admitted students who haven't met the minimum admission standards at time of application but are expected to meet all standards for full admission status by the conclusion of the add/drop process of their first trimester of enrollment at USAHS. This status is commonly used in instances when an applicant is enrolled in their final trimester of undergraduate courses to earn their baccalaureate degree or is enrolled in admission prerequisites at the time of application submission to USAHS, and they expect to complete those requirements before matriculation to USAHS.

Students accepted to the University with contingent admission status must provide required official documentation by the term start date (e.g., final transcripts, health records). Students should see Fingerprints, Background Checks, and Drug Screens for details on important deadlines on completing that process and submitting the required documentation. Students who do not meet the deadlines to submit all required admissions documentation risk rescission of the admission offer. Once all required documentation is received by the admissions office and eligibility to remain enrolled is affirmed, the student's status is updated appropriately by admissions staff. **During the period of contingent admission status, students do not qualify for the release of any applicable federal financial aid. Students with contingent admission status also do not qualify for a leave of absence in the first term until they have been fully admitted; the only exception is for those students who meet the requirements for a military leave of absence.**

Preparatory Admission – Available Starting Fall 2025 Term

Preparatory Admission status is designated for students accepted into the SLP Preparatory Pathway for the Master of Science in Speech-Language Pathology (MS-SLP). This pathway allows applicants with a bachelor's degree in a non-related discipline to complete specific leveling courses at USAHS. These leveling courses must be completed with a grade of "B" or higher before the student can enroll in the MS-SLP program. Information on this admission status is provided in SLP Preparatory Pathway.

University Minimum Criteria for SLP Preparatory Pathway Admission

- **Degree Requirement:** An earned bachelor's degree from a U.S.-accredited institution (or a degree affirmed as equivalent by a NACES-approved international credit evaluator) at the time of application or before the intended term of entry.
- **GPA Requirements:** A minimum cumulative GPA of 2.75 in all undergraduate coursework or a minimum cumulative GPA of 3.0 in the last 45 hours of undergraduate coursework.
- **Additional Requirements:** Satisfy all program-specific admission requirements, which include letters of recommendation, a resume, essays, and an interview. Applicants should refer to the program catalog for detailed requirements.

Denial of Admission

A denial determination means the applicant has been denied admission to their desired program of study. A denial decision may be due to a weak academic profile in comparison to the larger applicant pool, the applicant did not meet the minimum standards of the program or had a limited probability of succeeding in graduate work, or the program and academic leadership concur that the applicant does not meet the professional standards commonly required for a student earning a graduate degree in the discipline. When a program's enrollment reaches capacity, the University adds eligible applicants to a waitlist and offer program admission if a seat becomes available.

Candidates who are denied admission to the University are permitted to reapply to any program after the first denial. Candidates whose admission is denied a second time, should refer to the program-specific details regarding eligibility to reapply after multiple denials of admission.

Deferral of Admission

Candidates who are offered admission may request a deferral to a future term in instances when the applicant has extenuating circumstances related to a health or family emergency that would prevent their ability to start in the term offered for admission. Requests for deferral are reviewed for consideration with supporting documentation. Deferral is not guaranteed. If approved, the applicant defers matriculation to the program's next available term start. Deferrals may not be extended beyond the program's next available term start date.

Rescinded Admission

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

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

In the interest of ensuring that University students will be eligible to participate in required clinical and field experiences, accepted students are required to complete a **criminal background check, 12-panel drug screen, and fingerprint report** conducted by a third-party vendor. When an applicant is accepted to a program, the University provides a list of approved testing providers that students must use, and all checks and screens are completed at the student's expense.

Criminal background, drug screen, and fingerprint results are requirements for admission and must be received by the first day of the trimester. Students who do not submit these documents by the due date may have their admission rescinded and be removed from the program. An extension of up to the thirtieth day of the first trimester may be granted for late admits, excluding students in the Speech-Language Pathology program. Note that federal financial aid cannot be disbursed until the background check, drug screen, and fingerprint results have been received and cleared by the University. Students should plan for a delay in the receipt of financial aid funds in their first trimester if these requirements are not met prior to the start of the trimester and an extension was granted.

Tuition and fees, other than the initial deposit, are fully refunded if admission is rescinded or the student is dismissed from the program due to an initial adverse report on the background check, drug screen, or fingerprint report. Students who have their admission rescinded or are dismissed from the program due to a positive drug screen may reapply for the next available term after six months unless the decision is deemed final with no opportunity to reapply.

Clinical Practicum: Completion of clinical practicum experiences is a requirement for graduation from the University of St. Augustine for Health Sciences. In general, the majority of practicum sites (and employers) require that a student/applicant's criminal background check is clear of any convictions and that the student/applicant provide a

negative drug screen. Students also are required to obtain updated checks and testing at the student's expense if required by the clinical site prior to participating in any of the required clinical practicum courses in the curricula.

Criminal Background Check: A complete criminal background check includes a county criminal search, nationwide sex offender search, Office of Inspection General (OIG) records, and US General Services Administration (GSA) records.

Drug Screen: A 12-panel drug screen includes testing for amphetamines, Barbiturates, Benzodiazepines, THC (marijuana), Cocaine, Methadone, Opiates, Methaqualone, Phencyclidine, Propoxyphene, MDMA, and Oxycodone. Please note: Although laws regarding recreational drug use vary state by state, USAHS utilizes federal law as its benchmark for its policy against drug abuse. Pursuant to federal requirements, USAHS maintains a drug-free environment at all campus locations. A **positive drug screen** or one not completed when scheduled may result in rescission of admission or dismissal from the University. Applicants who test positive are not allowed a retest or undergo an alternative form of testing unless the Medical Review Officer of the testing facility recommends it.

Fingerprint Report: Fingerprint reports must provide verification of current fingerprint clearance documentation in accordance with the fingerprint policies of the state in which they reside.

A background check that includes **any felony conviction** results in rescission of admission or dismissal from the University. Certain **misdemeanor convictions, pending charges, and/or probationary status,** including but not limited to those involving drugs, theft, violence, or crimes against a person, may also result in rescission of admission or dismissal from the University.

Current and valid fingerprint clearance must be on file throughout the duration of the program. Failure to maintain current and valid fingerprint clearance may lead to immediate termination from the program. Upon acceptance and throughout enrollment at USAHS, the student has a continued obligation to report any criminal arrests or convictions to their program director and the head of the Clinical Services department within 72 hours of the occurrence. Any **felony conviction or positive drug screen while enrolled** as a student at USAHS results in dismissal from the program. Students who receive **misdemeanor convictions or have pending charges** while enrolled at the University will have their records reviewed to determine whether there are issues with potential clinical placement and employability based on the individual's record.

Further, any arrest/conviction record may affect eligibility for licensure. Students with misdemeanor convictions are in no way guaranteed licensure or employment, as licensure is at the sole discretion of the State Boards and external healthcare employers.

It is the responsibility of each student to understand the licensure requirements for the state(s) in which the student intends to seek licensure to practice.

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 does 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 possession of the University and cannot be returned to the applicant under any circumstances. Students are, therefore, urged to make copies of important documentation and maintain their own files.

Applications for Admission–Program Requirements

College of Rehabilitative Sciences

MS-SLP

Prerequisites

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

- 3 semester credits of biology
- 3 semester credits of chemistry or physics

- 3 semester credits of statistics
- 3 semester credits of behavioral or social science

Leveling/Bridge Courses

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

Required prerequisite leveling courses for all applicants include the following:

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

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

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

Pending Prerequisites

- USAHS allows MS-SLP candidates to have up to two (2) eligible prerequisite courses pending when enrolling and matriculating into the MS-SLP program. Students must earn a minimum grade of a C (2.0) in all prerequisite courses.
- Ideally, newly admitted students complete all prerequisite coursework prior to the start of the first trimester of enrollment at USAHS.
    - If the MS-SLP Program Director provides advanced written approval, newly admitted students may matriculate/enroll with up to two eligible prerequisite courses (six credits from the course list below) pending completion. These courses must be completed at USAHS during

Trimester 1 and/or Trimester 2 and with a grade of C or better by the conclusion of the student's second trimester of enrollment at USAHS to retain eligibility for continuance in the program.

  - Introduction to Audiology (3 credits)
  - Aural Rehabilitation (3 credits)

- If the eligible prerequisite(s) are not completed by the end of the second trimester, the student will be administratively withdrawn from the program. The student may reapply to be readmitted within a year if they are in good academic standing (GPA ≥2.7) and demonstrate successful completion of the pending prerequisite(s).

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

Application

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

- A baccalaureate degree or equivalent from an accredited college or university. The bachelor's degree need not be limited to the fields of Communication Sciences and Disorders (CSD), Speech-Language Pathology (SLP), or equivalent.
- Official transcripts from each college or university previously attended. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Transcripts showing the completion of prerequisite coursework preferably no more than five years old with a recommended minimum GPA of 3.0 calculated on prerequisites and a required grade of C or better earned in each prerequisite course.
  - Applicants with certain pending prerequisites may submit an application provided they acknowledge their understanding of and agreement to the pending prerequisites policy outlined above prior to enrollment (see Pending Prerequisites).
- GRE scores are not required for admission to the MS-SLP program.
- Current résumé or curriculum vitae.

- A minimum of 25 guided observation hours in a speech-language therapy setting with an ASHA-certified SLP is required. Applicants can use the MS-SLP Observation Hours Form to log observation hours.
    - Volunteer opportunities and work experiences do not meet the requirement.
    - MS-SLP applicants can have their application moved to the next stage with less than 25 guided observation hours completed if the applicant presents one of the following provisions:
        1. Proof they are currently enrolled in a course that has been approved by the Program Director (PD) or Assistant Program Director (APD) that will fulfill the observation hours required on or prior to the orientation date. The applicant must provide documentation of fulfilling the 25 guided observation hours by the end of the course and proof of final grade received for the course no later than the orientation date.
        2. Attestation to not having completed the full 25 guided observation hours as of the date of signing the MS-SLP Pending Observation Hours Acknowledgment Form and agreement to complete and track the required observation hours on the log form provided by USAHS on or before the orientation date. This form requires the supervising SLP's signature and ASHA number. Admissions will confirm the SLP is certified through ASHA.

    As an SLP graduate school requirement, successful completion of these guided observation hours is a condition to continue in the program. The 25 guided observation hours must be completed by the prospective student on or before their orientation date to proceed in the program.

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

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

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

MOT, Flex MOT, Hybrid Immersion MOT

Prerequisites

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

- 8 semester credits of anatomy and physiology (lab required)
- 3 semester credits of sociology or anthropology
- 3 semester credits of human growth and development (lifespan)
- 3 semester credits of abnormal psychology
- 3 semester credits of statistics
- 1 medical terminology course (may be fulfilled with traditional academic credit, continuing education units, certification, or the noncredit USAHS Medical Terminology course with evidence of successful completion)

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

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

Application

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

- 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.
- Statement of purpose. A short statement of why the applicant wishes to pursue occupational therapy as a career and why he/she chose USAHS for that pursuit.
- OT Supplemental Questions. Provide five short answers to help the program learn more about the applicant.
    - An occupational therapist enables people to engage in occupations they want to do, need to do, or are expected to do. What is an occupation you enjoy engaging in, and what positive impact does this have on you? (200 words max)

  - Occupational therapists enable people to do what they want to do. Can you explain when you have enabled others through occupation? (200 words max)
  - Please share how you have participated in volunteerism to be a force for good in your community. (200 words max)
  - List two attributes you have that you consider crucial to being an effective occupational therapist. (200 words max)
  - How would your former professors describe you? (200 words max)
- Bachelor's-degree candidates must also include the following:
  - A baccalaureate degree or equivalent from an accredited college or university.
  - Transcripts showing a cumulative GPA of 3.0 or higher and the completion of prerequisite coursework preferably no more than five years old and a required grade of C (2.0) or better earned in each prerequisite course.
  - Current résumé or curriculum vitae.
- OTA candidates without a bachelor's degree must also include the following:
  - Transcripts showing a cumulative GPA of 3.0 or higher on at least 84 college credit hours which may include those that were part of the occupational therapy assistant (OTA) degree.
  - A copy of the applicant's current state OTA license.
  - A copy of the applicant's initial NBCOT certification.
  - A résumé or curriculum vitae that verifies at least one year of full-time work experience as an OTA and a completed employment verification form (located in the online application).

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

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

Applicants may apply at https://online.usa.edu/ (free of charge) or by going to www.otcas.org.

OTD, Flex OTD

Prerequisites

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

- 8 semester credits of anatomy and physiology (lab required)
- 3 semester credits of sociology or anthropology
- 3 semester credits of human growth and development (lifespan)
- 3 semester credits of abnormal psychology
- 3 semester credits of statistics
- 1 medical terminology course (may be fulfilled with traditional academic credit, continuing education units, certification, or the noncredit USAHS Medical Terminology course with evidence of successful completion)

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

Note: Prerequisite substitutions can be considered with 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 a cumulative GPA of 3.0 or higher and the completion of prerequisite coursework preferably no more than five years old and a required grade of C (2.0) or better earned in each prerequisite course.
- Current résumé or curriculum vitae.
- Statement of purpose. A short statement of why the applicant wishes to pursue occupational therapy as a career and why he/she chose USAHS for that pursuit.

- OT Supplemental Questions. Provide five short answers to help the program learn more about the applicant.
    - An occupational therapist enables people to engage in occupations they want to do, need to do, or are expected to do. What is an occupation you enjoy engaging in, and what positive impact does this have on you? (200 words max)
    - Occupational therapists enable people to do what they want to do. Can you explain when you have enabled others through occupation? (200 words max)
    - Please share how you have participated in volunteerism to be a force for good in your community. (200 words max)
    - List two attributes you have that you consider crucial to being an effective occupational therapist. (200 words max)
    - How would your former professors describe you? (200 words max)
- OTD essay: An 800–1000-word, double-spaced essay exhibiting the applicant's understanding of an issue and its potential impact on occupational therapy practice. Applicants select one essay topic from the following:
    - Working with marginalized populations in healthcare
    - Working with other professions as an occupational therapist
    - Telehealth and occupational therapy
    - The rising cost of healthcare and access to occupational therapy
    - Healthcare disparities and access to occupational therapy
    - Diversity, equity, and inclusion in healthcare
    - Ethical dilemmas in the rehabilitation fields
    - US health trends that will impact occupation in the future
    - Addressing the needs of vulnerable populations in occupational therapy
    - The use of technologies in the delivery of occupational therapy

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

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

Applicants may apply at https://online.usa.edu/ (free of charge) or by going to www.otcas.org.

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 résumé or curriculum vitae.
- Two recommendations from professional colleagues.
- Applicants should be a licensed occupational therapist or be eligible for licensing and should be employed as an occupational therapist or have a minimum of one year's experience as an occupational therapist. USAHS MOT graduates may enter the program without a license but must be licensed and employed as an occupational therapist at the beginning of the second trimester of the program.
- Official copy of foreign credentialing evaluation if applicable. Entry-level coursework taken at an institution in a foreign country must be evaluated for degree credentialing from an agency recognized by the National Association of Credential Evaluation Services (NACES). See Additional Requirements for Domestic, International, and/or Foreign-Educated Students.
- Foreign-trained candidates who do not require a student visa to participate in University courses and/or degrees will be considered for admission. Candidates must be a graduate of a program in a country that is a member of the World Federation of Occupational Therapists.

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

DPT, Flex DPT

Prerequisites

- 8 semester credits of general college chemistry (lab component required)
- 8 semester credits of general college physics, biomechanics, or anatomical kinesiology (lab component required)
- 6 semester credits of human-based, general college biology
- 8 semester credits of anatomy and physiology (lab component required)
- 9 semester credits of social sciences (e.g., psychology, sociology, or anthropology)
- 1 medical terminology course (may be fulfilled with traditional academic credit, continuing education units, certification, or the noncredit USAHS Medical Terminology course with evidence of successful completion)

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

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

Application

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

- A baccalaureate degree or equivalent from an accredited college or university.
- Official transcripts from each college or university previously attended. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Transcripts showing the completion of prerequisite coursework preferably no more than five years old with a recommended minimum GPA of 3.0 calculated on prerequisites and a required grade of C or better earned in each prerequisite course.
- GRE scores sent directly to the University by Educational Testing Service. GRE score must not be more than five years old. Recommended combined minimum GRE score of 294 for verbal and quantitative sections. Analytical score is also evaluated.

    - NOTE: Candidates who have an overall cumulative GPA of 3.6 or higher or previously earned a master's degree are exempt from the requirement.
- Current résumé or curriculum vitae.
- A minimum of 40 volunteer or observation experience hours (volunteer hours, work hours, observation hours, etc.) in a physical therapy setting. Proof of 40 hours must be completed by the applicant's intended start date.
- References from either two licensed physical therapists (preferred) or one physical therapist and one faculty member or academic advisor.
- Statement of purpose. A short statement of why the applicant wishes to pursue physical therapy as a career and why he/she chose USAHS for that pursuit.

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

Applicants may apply at https://online.usa.edu/ (free of charge) 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 résumé 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 planning to complete a clinical residency, the student must be a licensed physical therapist in the state where the residency is located.

- Candidates applying for licensure (if foreign trained) through FCCPT may substitute an FCCPT type 1 review that indicates substantial equivalency satisfying minimum content requirements and length of study as defined by CAPTE.

- Official copy of foreign credentialing evaluation if applicable.
- Entry-level coursework taken at an institution in a foreign country must be evaluated for degree credentialing from an agency recognized by the National Association of Credential Evaluation Services (NACES). See Additional Requirements for Domestic, International, and/or Foreign-Educated Students.
- Physical Therapists who graduated from a physiotherapy program accredited by Physiotherapy Education Accreditation Canada (PEAC) do not need to submit a credentialing evaluation as part of the application.
- Foreign-trained candidates who do not require a student visa to participate in University courses and/or degrees will be considered for admission.

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

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

College of Health Sciences

MHA*

Prerequisites

No prerequisites are required.

Application

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

- A baccalaureate or master's degree or equivalent from an accredited college or university.
- Official transcripts from all schools from which the student earned a baccalaureate degree or higher and with a recommended cumulative GPA of 3.0 on a 4.0 scale and official transcripts from schools from which required

prerequisite courses were completed if applicable. Additional transcripts are required only when transfer credit was utilized to award the degree. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.

- Current résumé or curriculum vitae.
- One recommendation from a professional colleague.
- Statement of Purpose: Essay of approximately 500 words describing the applicant's short- and long-term career goals and plans to achieve those goals.

Applicants may apply free of charge at https://online.usa.edu/. The University also offers an abbreviated application process for USAHS graduates applying to a post-professional program. Admission Application for USAHS Alumni details the requirements.

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

MHS*

Prerequisites

No prerequisite courses are required.

Application

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

- A baccalaureate degree or equivalent from an accredited college or university—preferably in the health sciences.
- Official transcripts from all schools from which the student earned a baccalaureate degree or higher and with a recommended cumulative GPA of 3.0 on a 4.0 scale and official transcripts from schools from which required prerequisite courses were completed if applicable. Additional transcripts are required only when transfer credit was utilized to award the degree. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Current résumé or curriculum vitae.
- One recommendation from a professional colleague.

- Essay of approximately 500 words describing the applicant's short- and long-term career goals and plans to achieve those goals.
- Applicants interested in the Athletic Training Specialization, residents of the United States, Canada, and Ireland will need to provide evidence that the applicant is a Licensed Athletic Trainer (LAT), and/or a Certified Athletic Trainer (ATC), a Canadian Athletic Therapist (CAT) or an Athletic Rehabilitation Therapist Ireland (ARTI).

Applicants may apply free of charge at https://online.usa.edu/. The University also offers an abbreviated application process for USAHS graduates applying to a post-professional program. Admission Application for USAHS Alumni details the requirements.

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

EdD

Prerequisites

No additional prerequisites required.

Application

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

- A master's degree or clinical doctorate degree from an accredited college or university.
- Official transcripts from all schools from which the student earned a baccalaureate degree or higher and with a recommended cumulative GPA of 3.0 on a 4.0 scale and official transcripts from schools from which required prerequisite courses were completed if applicable. Additional transcripts are required only when transfer credit was utilized to award the degree. An official transcript is one that is sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Current résumé 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/. The University also offers an abbreviated application process for USAHS graduates applying to a post-professional program. Admission Application for USAHS Alumni details the requirements.

Graduate Certificates

- Executive Leadership
- Business Intelligence
- Interprofessional Education

Prerequisites

No prerequisite courses are required.

Application

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

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

and/or Foreign-Educated Students and International Students Applying for Admission for detailed information.

Applicants may apply free of charge at https://online.usa.edu/. The University also offers an abbreviated application process for USAHS graduates applying to a post-professional program. Admission Application for USAHS Alumni details the requirements.

School of Nursing

RN-MSN

- Family Nurse Practitioner Role Specialty (RN-MSN-FNP)
- Adult Gerontology Nurse Practitioner Role Specialty (RN-MSN-AGNP)*
- Psychiatric Mental Health Nurse Practitioner Role Specialty (RN-MSN-PMHNP)

Prerequisites

No prerequisite courses are required.

Application

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

- An associate degree in nursing (ADN) from an accredited college or university with a cumulative GPA of 2.8 on a 4.0 scale.
- Official transcripts from all schools from which the student earned an associate degree in nursing or higher. Additional transcripts are required only when transfer credit was utilized to award the degree.
- Evidence of a current registered nurse (RN) license in the state where currently practicing with no restriction, encumbrance, probationary limitations, or pending actions or hearings imposed by the applicable Board of Nursing, Council of Nursing, or any judicial entity associated with the applicant, the applicant's license, or the applicant's practice. The RN license must be current when the application is submitted and remain current throughout the program. RN licenses that expire before classes begin must be renewed and current before starting the program. Nurses working in a federal facility, such as a Veterans Administration Medical Center, and completing their practica in that facility must hold an RN license deemed appropriate by that facility.
- Professional résumé or curriculum vitae showing an equivalent of one year of full-time experience (2,080 hours) as a registered nurse within the past five

years, unless enrolled as part of an academic-service partnership between USAHS and the applicant's employer as negotiated by a partnership agreement.

- Two professional references, submitted electronically, from a nurse educator, preceptor, or immediate supervisor; professional references from peers or personal relationships are not acceptable. At least one reference must validate one year of full-time employment (2,080 hours) within the last five years.
- If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). The evaluation must indicate previous education at the minimum level of a baccalaureate degree earned at an accredited college or university in the United States.

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

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

** The Adult Gerontology Nurse Practitioner Role Specialty (RN-MSN-AGNP) is not currently accepting new students.*

MSN

Prerequisites

No prerequisite courses are required.

Application

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

- A bachelor's degree in nursing (BSN) from an accredited college or university with a cumulative GPA of 2.8 on a 4.0 scale.
- Official transcripts from all schools from which the student earned a baccalaureate degree or higher and schools from which required prerequisite courses were completed. Additional transcripts are required only when transfer credit was utilized to award the degree; however, additional transcripts may be requested if the following science coursework is not reflected in the transcript of the degree conferred:

  - Anatomy and physiology
  - Pathophysiology
  - Microbiology
  - Physical assessment
  - Pharmacology
- Evidence of a current registered nurse (RN) license in the state where currently practicing with no restriction, encumbrance, probationary limitations, or pending actions or hearings imposed by the applicable Board of Nursing, Council of Nursing, or any judicial entity associated with the applicant, the applicant's license, or the applicant's practice. The RN license must be current when the application is submitted and remain current throughout the program. RN licenses that expire before classes begin must be renewed and current before starting the program. Nurses working in a federal facility, such as a Veterans Administration Medical Center, and completing their practica in that facility must hold an RN license deemed appropriate by that facility.
- Professional résumé or curriculum vitae showing an equivalent of one full-time year of experience (2,000 hours) as a registered nurse by the start of the first practicum.
- Two professional references submitted electronically from a nurse educator, preceptor, or immediate supervisor; professional references from peers or personal relationships are not acceptable.
- Essay of approximately 500 words describing the applicant's short- and long-term career goals and plans to achieve those goals.
- An interview if requested.
- If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). The evaluation must indicate previous education at the minimum level of a baccalaureate degree earned at an accredited college or university in the United States.

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

Applicants may apply free of charge at https://online.usa.edu/. The University also offers an abbreviated application process for USAHS graduates applying to a post-professional program. Admission Application for USAHS Alumni details the requirements.

DNP

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

Prerequisites

No prerequisite courses are required.

Application (BSN-entry and MSN-entry)

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

- Bachelor of Science in Nursing (BSN-entry) or Master of Science in Nursing (MSN-entry) from an accredited college or university with a cumulative GPA of 3.0 on a 4.0 scale.
- Official transcripts from all schools from which the student earned a baccalaureate degree or higher and schools from which required prerequisite courses were completed if applicable. Additional transcripts are required only when transfer credit was utilized to award the degree.
- Evidence of a current registered nurse (RN) license in the state where currently practicing with no restriction, encumbrance, or probationary limitations imposed by the applicable Board of Nursing, Council of Nursing, or any judicial entity associated with the applicant, the applicant's license, or the applicant's practice. The RN license must be current when the application is submitted and remain current throughout the program. RN licenses that expire before classes begin must be renewed and current before starting the program. Nurses working in a federal facility, such as a Veterans Administration Medical Center, and completing their practica in that facility must hold an RN license deemed appropriate by that facility.
- Professional résumé or curriculum vitae showing an equivalent of one full-time year of experience (2,000 hours) as a registered nurse by the time the first practicum course begins.
- Two professional references from a nurse educator, preceptor, or immediate supervisor; peers or personal relationships are not acceptable.
- Essay of approximately 500 words demonstrating scholarly writing and describing short- and long-term career goals and plans to achieve those goals.

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

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

Applicants may apply free of charge at https://online.usa.edu/. The University also offers an abbreviated application process for USAHS graduates applying to a post-professional program. Admission Application for USAHS Alumni details the requirements.

Post-Graduate (PG) Nursing Certificates

- Family Nurse Practitioner Certificate
- Psychiatric Mental Health Nurse Practitioner
- Nurse Educator Certificate*
- Nurse Executive Certificate

Prerequisites

No prerequisite courses are required.

Application

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

- A Master of Science in Nursing or Doctor of Nursing Practice from an accredited college or university with a cumulative GPA of 3.0 on a 4.0 scale.

- Official transcripts from all schools from which the student earned a masters degree or higher. Additional transcripts are required only when transfer credit was utilized to award the degree.
- Professional résumé or curriculum vitae showing an equivalent of one full-time year of experience (2,000 hours) as a registered nurse by the start of the first practicum.
- Two professional references submitted electronically; one from a nurse educator, preceptor, or immediate supervisor. Professional references from peers or personal relationships are not acceptable.
- Verified professional nursing license; licensure status must be maintained throughout the entire program.
    - FNP, Nurse Educator, and Nurse Executive: Evidence of an unrestricted/unencumbered registered nurse (RN) license.
    - Psychiatric Mental Health NP: Evidence of an unrestricted/unencumbered RN license (MSN-entry) or APRN license (DNP-entry).
    - Evidence of a current RN/APRN license must be in the state where currently practicing with no restriction, encumbrance, or probationary limitations imposed by the applicable Board of Nursing, Council of Nursing, or any judicial entity associated with the applicant, the applicant's license, or the applicant's practice. The RN/APRN license must be current when the application is submitted and remain current throughout the program. RN/APRN licenses that expire before classes begin must be renewed and current before starting the program. Nurses working in a federal facility, such as a Veterans Administration Medical Center, and completing their practica in that facility must hold an RN/APRN license deemed appropriate by that facility.
- Essay demonstrating scholarly writing of approximately 500 words describing the applicant's short- and long-term career goals and plans to achieve those goals.
- If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). The evaluation must indicate previous education at the minimum level of a masters degree earned at an accredited college or university in the United States.
- TOEFL scores must be sent directly to the University, if an applicant completed his/her education in a country where English is not the primary language or if the applicant is from a non-English speaking country or is deemed necessary by the Director of Admissions and registration services. See Additional Requirements for Domestic, International, and/or Foreign-Educated Students and International

Students Applying for Admission for detailed information. See Additional Requirements for Domestic, International, and/or Foreign-Educated Students and International Students Applying for Admission for detailed information.

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

Applicants may apply free of charge at https://online.usa.edu/. The University also offers an abbreviated application process for USAHS graduates applying to a post-professional program. Admission Application for USAHS Alumni details the requirements.

* *The Nurse Educator post-graduate certificate program is not accepting new students.*

Clinical Orthopaedic Residency

Prerequisites

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

Application

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

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

Applicants may apply at https://rfptcas.liaisoncas.com/. The University also offers an abbreviated application process for USAHS graduates applying to a post-professional program. Admission Application for USAHS Alumni details the requirements.

Admission Applications for USAHS Alumni

The University offers an abbreviated application process for USAHS graduates applying to a post-professional program. This process is applicable only if the USAHS graduate applies for admission to another USAHS post-professional program within five years from the date their previous degree was conferred.

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

- An online application accessed free of charge at https://online.usa.edu/.
- An email from the Registrar stating that the student is in good standing and graduated or is expected to graduate on a specific date.*
- An email from the Bursar stating there is no business hold on the student's account.*
- Current résumé or curriculum vitae.*
- If applicable to the program to which the student is applying, a verified current state license .**
- Official copy of any transcripts that contain coursework completed since graduating from USAHS.

The University waives letters of reference, essays, and/or statement of purpose requirements for USAHS alumni who seek admission to a post-professional program within five years of earning their first degree.

In instances when a prospective USAHS graduate applies to and is accepted into a second program, the University rescinds admission to the new program if the applicant then fails to graduate from their first USAHS program.

* An enrollment advisor obtains these items and adds them to the student's record on their behalf.

** **All nursing programs:** Evidence of a current RN/APRN license must be in the state where currently practicing with no restriction, encumbrance, or probationary limitations imposed by the applicable Board of Nursing, Council of Nursing, or any judicial entity associated with the applicant, the applicant's license, or the applicant's practice. The RN/APRN license must be current when the application is submitted and remain current throughout the program. RN/APRN licenses that expire before classes begin must be renewed and current before starting the program. Nurses working in a federal facility, such as a Veterans Administration Medical Center, and completing their practica in that facility must hold an RN/APRN license deemed appropriate by that facility. **MOT alumni applying to the PPOTD program:** Evidence of an unrestricted occupational therapy license in the state of residence must be maintained throughout the duration of the program. MOT alumni who graduated within the past six months may enter the program unemployed but must be licensed and employed

as an occupational therapist by the second term of the program. Applicants must provide a state OT license verification form as proof of this requirement (a copy of your state-issued license is not adequate).

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

All instruction at USAHS is provided in English. English language services (including instruction such as ESL) are not provided. International applicants from a country where English is not the primary language, who did not complete their undergraduate degree in English, who did not complete at least 60 semester hours of college credit within a U.S. institution, or if deemed necessary by the Director of Admissions, must provide an official TOEFL score report.

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

If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). **If the NACES-approved evaluation service includes a copy of the evaluated official transcripts with the evaluation, and the transcript is in English or accompanied by an English translation, USAHS will consider these transcripts as official.** The evaluation must indicate previous education at the minimum level of a baccalaureate degree (or master's

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

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

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

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

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

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

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

International Students Applying for Admission

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

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

Students in the Residential DPT, MOT, and OTD programs continue to remain eligible for an F-1 student visa sponsored by USAHS. USAHS does not offer the Exchange Visitor Program or issue I-20 paperwork for F-1 student visa applications for the Flex Doctor of Physical Therapy (Flex DPT), Hybrid Immersion Doctor of Physical Therapy (Hybrid Immersion DPT), Flex Master of Occupational Therapy (Flex MOT), Hybrid Immersion Master of Occupational Therapy (Hybrid Immersion MOT), Flex Doctor of Occupational Therapy (Flex OTD), Master of Science in Speech-Language Pathology (MS-SLP), Post-Professional Doctor of Occupational Therapy (PPOTD), Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), Master of Health Administration (MHA), Post-Graduate Nursing Certificates, Graduate Certificates, or any distance education courses or programs. Prospective students already holding a non-F-1 student visa allowing for study in the US, including clinical placements, are eligible for admission to the MS-SLP program, Flex and Hybrid Immersion PT and OT formats, and any distance education courses or programs, provided a copy of a valid, unexpired passport reflecting non-F1 student visa status is provided prior to admission and that the individual meets other admission requirements. Students must keep their non-F-1 student visa in good standing throughout the duration of their studies with USAHS, as the University cannot sponsor them for study now or at any point in the future for the Flex, Hybrid Immersion, MS-SLP, or any distance courses or programs. Students holding a visa that is renewed during their course of study must provide a copy of their updated passport reflecting visa status to the Admissions office. Further, there may be additional requirements for students seeking federal financial aid. Students should contact the Office of Financial Aid prior to enrolling and provide any required documents.

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

Alternative Prerequisite Credits

Credit by Exam

College course credit awarded for Advanced Placement (AP) or through the College-Level Examination Program (CLEP) can be considered to fulfill program prerequisites. In most instances, CLEP credit that aligns with USAHS program prerequisites and is

included on an undergraduate or graduate transcript is sufficient to fulfill the prerequisite requirement.

It is strongly recommended that applicants consult with an enrollment advisor prior to scheduling or taking a CLEP examination. If endorsed by the program and approved by the Admissions department, CLEP credit used to meet a prerequisite requirement is considered passed but is not utilized in the calculation of applicant GPAs.

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

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

The MS-SLP program does not allow the use of CLEP taken independent of college enrollment to fulfill admission prerequisites due to programmatic accreditation standards that restrict such use.

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

American Council on Education (ACE)

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

Notice to Veterans Affairs or Other Government Employees

USAHS may, at times, offer discounted tuition, scholarships, or other benefits to eligible students or prospective students enrolling in USAHS. Pursuant to the standards of the

Executive Branch, it is the student's responsibility to consult their employer prior to receiving such a discount, scholarship, or other benefit to confirm with the student's employer and ensure they are 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 is noted as a prerequisite requirement in the course description.

The University requires students in NDS status to submit an application to take courses at USAHS. The NDS application is provided on the usa.edu 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. The University requires that

students in NDS status who want to undertake a degree program apply and be admitted to a specific degree program.

Registration

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

Students in NDS status receive grades and may request academic records. The University prohibits students in NDS status from enrolling in additional courses if they receive two unsuccessful grades. An unsuccessful grade is a D+, D, F. Students in NDS status are subject to all policies governing student conduct as provided in the Catalog/Handbook.

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

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

Financial Aid/Bursar

Students in NDS status are not eligible to receive Title IV federal financial aid; tuition must be paid prior to the start of the trimester. Students in NDS status may be eligible for private loans.

Licensure

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

University Student Services

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

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

New Student Orientation

All new entry-level students are required to attend an in-person orientation as well as complete an online orientation. Orientation activities include an introduction to the Student Services and Financial Aid departments, clinical education at USAHS, and online learning in the University's learning management system as well as a review of key policies in the Catalog/Handbook, including Satisfactory Academic Progress (SAP), Professional Misconduct, and the Student Dress Code.

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

Student Records, Registration, and Degree Requirements

Student Records

The Registrar's Office serves as the primary custodian for student academic records and is responsible for maintaining, securing, and archiving the official academic records for all students. Student records and transcripts are maintained electronically and are kept indefinitely. Holds that restrict registration and other engagement may be placed on students' records in instances when the student has unmet obligations to the University.

Student Record Holds

The University does not place financial holds on transcripts as the primary inducement for recouping student debt to the University. Financial holds include money owed to the University for tuition and fees, missing library materials, or other holds related to something of value.

When students do not comply with requirements necessary for their enrollment at the University, an administrative office may continue to place a hold on other student privileges. Holds may restrict a student's ability to register for classes, to receive verifications or certifications, to access online coursework, or to reenroll after a withdrawal or leave of absence. Holds may be placed on these privileges for financial reasons, for not meeting obligations in a timely manner (including registration, enrollment forms, medical forms, return or replacement of library materials, financial aid paperwork, etc.), or for failure to comply with other University policies and procedures.

Satisfaction of the hold is required before records are released.

Personal Information

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

Address Changes

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

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

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

Students who move whether for a clinical placement or other reason must update their local address in the MyUSA portal, My Info tab before the first day of class for the trimester and/or first day of the clinical rotation.

Students are advised to visit usa.edu to check their program-specific web page prior to relocation to another state to ensure they are aware of any limitations on the University's ability to operate and/or place students in clinical experiences in that state. Students who move to a state where USAHS does not have approvals to offer the program or where it does not meet state licensure requirements risk being dismissed from the program.

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 (MOT, OTD, DPT, MS-SLP, and Nursing)

The University sets guidelines for required immunizations and health screenings based on recommendations from the Centers for Disease Control (CDC). The University requires that students submit certain medical records at matriculation and throughout the student's enrollment. Detailed instructions regarding required medical records are sent to new students prior to registration. Students must complete required immunizations and health screenings and are responsible for all associated costs. Students participating in elective international clinical experiences are also required to meet CDC immunization recommendations for international travel to the specified region. Details of each program's health policy are located in each program's Clinical Education Handbook, which is available to students at the MyUSA, Clinical Services tab.

Each student is required to provide a completed Student Medical Record Form to be kept on file by the Clinical Services department by the date provided each trimester. Failure to submit the Student Medical Record Form will prevent the student's participation in practicum, internships, fieldwork, and clinical experiences.

Liability Release and Claim Waiver

Students are asked to sign a general Liability Waiver Form on behalf of the University prior to their participation in any athletic or extracurricular event while enrolled as a

student. A copy of this form is located on the MyUSA portal, Students tab, Forms link. These forms are maintained in the University's files for record-keeping purposes.

Student Information and Records Notification of Rights Under FERPA

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

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

1. The right to inspect and review the student's education records within 45 days after the day USAHS receives a request for access. A student should submit to the Registrar, Dean, head of the academic department, or another appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants to be changed, and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the USAHS in an administrative, supervisory, academic, research, or support staff position; a person serving on the board of directors; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a

volunteer or contractor outside of USAHS who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent, or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for USAHS. Additionally, on occasion, USAHS may be asked to supply student PII data as part of general regulatory reporting requirements, including with respect to the student financial aid process and other legal requirements.

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

   Student Privacy Policy Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202-8520

Directory Information

Directory information is information in a student's education record that may be disclosed to outside organizations without a student's prior written consent.

FERPA defines "directory information" as follows:

"Directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status (e.g., undergraduate or graduate, full-time or part-time); dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended. Directory information does not include a student's social security number or student identification (ID) number (unless certain safeguards are in place).

USAHS currently defines directory information as the following:

- Student Name
- Address
- Telephone numbers

- Email
- Major field(s) of study, degree sought, school/college/department affiliation
- Enrollment status, including academic level (e.g., first-term student), full-time, half-time, or part-time status, and credit load
- Dates of attendance and total cumulative credits
- Expected graduation date/term, and intent to participate in commencement
- University recognized activities (type and date/term participated)
- Photograph
- Degrees, honors, and awards received (type and date/term granted)
- Previously attended educational agencies or institutions

In addition, USAHS has designated date of birth as limited directory information; it may be used only as detailed below:

- Date of birth is only released to official agencies as required for matching student records (e.g., National Student Clearinghouse) or as a validation of positive identification of a student when furnished by a person making an inquiry.

All other information contained in students' education records is protected, non-directory information. Non-directory information includes, but is not limited to, the following:

- Social security number
- Student identification number
- Race/ethnicity
- Academic and disciplinary actions
- Class schedule
- Courses completed
- Grades and grade point average (GPA)

A student has the right to restrict the release of their public directory information by placing a FERPA restriction on that data.

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, 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.

Transcripts

To ensure the confidentiality of student records, the University issues official transcripts of academic information only by written or electronic signature from the student or graduate using Parchment, a contract partner with the University.

The fee for transcript ordering is as follows:

- Electronic: $8.50
- Paper: $10.00

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

Registration

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

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

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

Grade Reports

Grade Posting

In compliance with the Family Educational Rights and Privacy Act (FERPA), grades are not publicly posted and grades cannot be given out via email or telephone. Students have access to grades online as faculty members make them available.

All grades including course assignments, exams, and other assessments will appear in the online grade book located in the course learning 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 is transferred to the University's record system and becomes a permanent part of the student's transcript.

Accessing Grades

Official final grades are made available electronically to students via 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 from this secure location. Because the Registrar records official course grades through the MyUSA portal, students should monitor their final course grades in the MyUSA portal rather than solely through the online grade book in the course learning platform.

Leave of Absence Policy

A leave of absence (LOA) is a temporary interruption in a student's program of study in which a student is not in attendance with the University. USAHS expects degree-seeking students to maintain continuous registration in an academic program; however, to accommodate certain circumstances in which a student requires a break in continuous registration, the University has developed the following Leave of Absence (LOA) policy.

Students may request an LOA by submitting the LOA request form available on the MyUSA portal, Student Services tab, under Forms. The LOA request form should be completed as soon as possible to properly account for the student's absence. If the request is not received within 14 calendar days of the date the student stops attending,

the student is withdrawn from the program under the Attendance and Academic Engagement policy.

An LOA must not exceed a total of 180 days in any 12-month period. The 12-month period begins on the first day of the LOA. Students on an LOA must return within 180 calendar days and at the start of a subsequent trimester.

An LOA results in a grade of WL for all enrolled courses. Grades of WL are not calculated in the maximum number of course withdrawals; however, they are counted toward the pace and maximum timeframe calculations under the Satisfactory Academic Progress policy.

An LOA is not guaranteed; it is approved solely at the University's discretion and is not to be used in lieu of the failure of coursework.

Common reasons for an LOA include the following:

- Medical emergency (student or immediate family member)
    - An immediate family member is defined as a spouse, parent, child, sibling, grandparent, grandchild; a spouse's parent, child, sibling, grandparent, grandchild; and a child's spouse.
- Financial hardship (job relocation, job termination, loss of housing)
- Military orders
    - Current students called to active military service are required to follow the same procedures for requesting an LOA.
    - Students who begin Military LOA during a trimester are refunded their tuition for that trimester.
    - A Military LOA may be for the duration of military service and is not limited to the leave time frame set forth in the LOA guidelines.

Students are required to submit appropriate documentation with rationale for the leave. Appropriate documentation is defined as official documents supporting or describing the reason for the LOA request and is subject to approval by the University. Types of appropriate supporting documentation include the following:

- medical documentation
- proof of job relocation
- proof of job termination
- eviction notice

- a notice of absence for military service (from the student, appropriate officer of the Armed Forces, or Department of Defense official)
- obituary or death certificate

General Notice to Students Considering an LOA

- Students are eligible for **one** LOA over the duration of their program of study. Military LOA is excluded from this limit of one LOA.
- Students who are contingently admitted in their first term and have not completed all admission requirements are not eligible for an LOA.
- Prior to requesting an LOA, the University strongly encourages students who are receiving Title IV funding or who have received it in the past to contact the Financial Aid Office to fully understand the impact of an LOA on their funding and/or repayment terms.
- The institution's LOA policy does not meet the requirements of an approved LOA for Title IV purposes. As a result, all students approved for an LOA are considered withdrawn for Title IV purposes and enter the grace period for loan repayment.
- Because an LOA cannot exceed 180 days in any 12-month period (excluding military reasons), students requiring additional time are withdrawn from the program and subject to the Readmission policy should they choose to return.
- All students requesting an LOA are subject to space availability upon return. If a cohort has reached or exceeded its enrollment cap as set forth by accreditors or regulators, the student may be required to wait to return until space is available in the program. The University makes every effort to accommodate a student's return but cannot guarantee it.

Return from LOA

Students must return to classes at the beginning of a subsequent trimester and submit a completed Return from LOA form, which is available on the MyUSA portal, Student Services tab, under Forms.

- Students returning from a medical LOA due to medical condition, injury, surgery or illness that could impact their participation or their ability to meet the essential functions of their academic program upon return, must also submit documentation from a medical professional indicating the student is able to return to school.

- Eligible students called to military service who submit a notice of intent to return (Return from LOA form) are promptly readmitted to the next available term with the same academic status as when previously admitted to USAHS.
- Students who fail to return from an LOA have already been reported as withdrawn from the University, effective the date the student began the leave and stopped attending classes; therefore, Title IV recipients may have exhausted their loan repayment grace period, and payments are due within six months of the date the leave began.
- Students who are withdrawn or dismissed for failure to return from an LOA may apply for readmission.
- The University reserves the right to decline or conditionally approve student's resumption of classes if the student is unable to meet the essential functions with reasonable accommodations.
- Upon returning from an LOA, a student who has previously received reasonable accommodations must contact Accessibility Services at accommodations@usa.edu to have accommodations reinstated.

Administrative LOA

Students may not request Administrative LOA; it is used solely at the University's discretion. The University reserves the right to place students on Administrative LOA for reasons such as the inability of the University to secure a clinical site, noncompliance of University policy, or to maintain the health and/or safety of the student or University community. The University reserves the right to require relevant documentation to clear the student for return to their program of study. The institution will determine the length of the leave, but in all cases, students on an administrative LOA must return within 180 days calendar days and at the start of a subsequent trimester, or they will be withdrawn from the program.

Students who have a hold that prevents registration (e.g., clinical education hold) and who have not cleared the hold prior to the end of the add/drop period cannot be placed on Administrative LOA and are withdrawn from the program under the Withdrawal Policy.

Implications of an LOA on Various Forms of Student Financing

Depending on the specific scholarship guidelines, scholarship students on an LOA may lose scholarship eligibility. All students who do not return from leave have to forfeit their

scholarship funds upon their return. Scholarships are not affected for students who are on an LOA.

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

Students receiving Title IV funds (federal student loans) should be aware that an approved LOA may impact the amount of federal aid previously disbursed. Students on an approved LOA may not qualify for a loan repayment deferral as it relates to federal financial aid. The student should consult with the Financial Aid Office prior to submitting the LOA request form to understand the impact of an approved LOA on Title IV eligibility, in both the current term and future terms.

Students approved for an LOA are required to complete exit counseling prior to the beginning of the leave.

International Students

International students must meet with the Primary Designated School Official (PDSO) before submitting an LOA Request Form to ensure compliance with their visa status.

Course Withdrawal

Students requesting to withdraw from a didactic/nonclinical course must submit the Course Withdrawal e-form available on the MyUSA portal, Student Services tab, under Forms.

It is the student's responsibility to refer to their program handbook and consult with their faculty advisor before withdrawing from a course to determine the availability of a course in subsequent terms and to continue a path to completion. A course withdrawal could significantly impact a student's time to completion and satisfactory academic progress because some courses are not offered every term, some courses are a required prerequisite for subsequent courses in the program, and some courses are subject to space availability. Additionally, certain programs consider a course withdrawal without an approved leave of absence as withdrawal from the program, which could require the student to reapply and/or restart the program.

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

should also see Satisfactory Academic Progress (SAP) for important details regarding course withdrawals.

Students may not continue to attend in-person or online class sessions after withdrawing from the course.

Course Withdrawal Timelines

Students may drop a course within the first seven (7) days of each term (see Refund Policy). If a student drops a course via written request within the first seven days of the term (the add/drop period), the course is not subject to tuition or fees and does not appear on the student's transcript.

After the add/drop period, the withdrawal period starts. All course withdrawals submitted after the end of the add/drop period (first seven days of the term) are subject to tuition and fees and the corresponding refund policy and appear on the transcript as a course withdrawal.

The deadline for the withdrawal period varies depending on the length of the course. The withdrawal deadline for a 15-week course is the third week before the last day of regularly scheduled classes (not including finals). Courses offered in an abbreviated format have a withdrawal deadline that reasonably equates to the same percentage of completion as a full-term course. Students should refer to the Academic Calendar for the date of the withdrawal deadline in 15-week courses and refer to the course syllabus for the withdrawal deadline in courses that are less than 15 weeks.

Course Withdrawal Limits

- All students are allowed only one withdrawal from any single course regardless of program.
- Entry-level degree programs: Students are limited to two withdrawals throughout the total duration of the program.
- Post-professional degree programs: Students are limited to three withdrawals throughout the total duration of the program.
- Certificate programs requiring 23 or fewer credits for completion: Students are limited to one course withdrawal throughout the total duration of the program.
- Certificate programs requiring 24 or more credit hours for completion: Students are limited to two course withdrawals throughout the total duration of the program.
- Course withdrawals resulting from an officially approved leave of absence are excluded from maximum withdrawal limits.

The Registrar's Office notifies students when they reach the maximum withdrawal limit for the program. Students with extenuating circumstances may request an exception to the withdrawal limit, which must be approved by the Dean/Associate Dean and Program Director prior to the student initiating the withdrawal. Students who exceed the course withdrawal limit are dismissed from their program.

DPT Course Withdrawal in DPT 7-Term or DPT 9-Term Curriculum

Students who withdraw from a course must also withdraw from the Integrated Clinical Lab course in that term; withdrawal from both courses is counted as one withdrawal toward the maximum number of course withdrawals a student is allowed under the Satisfactory Academic Progress policy.

Progression to the courses in the next subterm and/or term occurs only after successful completion of all courses in the preceding subterm and term. Students should see the Repeating a Course policy prior to withdrawing from any course.

Clinical Course Withdrawal

Students cannot cancel or withdraw from a clinical experience, practicum, or fieldwork once the course has started; exceptions may be permitted upon approval from the program director.

Iowa Residents

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

Program Withdrawal

Students wishing to withdraw from a program should consult first with their program director and faculty advisor (or student success advisor only when a faculty advisor is not assigned to the student). Students who decide to withdraw from a program must submit the Program Withdrawal e-form available in the MyUSA portal, Student Services tab, under Forms.

Students may not continue to attend in-person or online class sessions for any course after withdrawing from the program. The student is responsible for all tuition and fees for the current trimester. Students who withdraw from a program prior to the course withdrawal deadline receive a W grade on their transcripts for all enrolled courses in that

term. Students who withdraw from a program after the last date to withdraw from a course are assigned final grades earned with all incomplete work calculated as a zero at time of withdrawal.

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

Program/Specialty Change and Location Change

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

Incoming Students–Program Change

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

First Term and Beyond Students–Program Change

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

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

MOT/OTD Students–Program Change

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

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

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

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

If it is determined that there is availability in the requested program, a Program Change Form must be completed by the student and submitted to the registrar no later than midterm of Term 1 of the Residential curriculum and Term 3 of the Flex curriculum. The deadline for submitting the request is determined by the curriculum sequencing of each program.

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

Post-Professional Specialty Track Change

Program/Location/Specialty Track Change Forms (MyUSA, Student Services, Forms) must be submitted to the Registrar's Office (registrar@usa.edu) by midterm of the trimester prior to the effective date of the specialty track change. Specialty change requests not received by the midterm deadline may be considered during the subsequent trimester. To be considered, the student must have successfully completed all required prerequisites for the specialty to which the student is requesting to change.

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

Location Change

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

Campus Exchange Program (MOT, DPT, MS-SLP)

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 exchange in Trimester 3, 4, or 6 if in the nine-term program and Trimester 2, 3, or 4 if in the seven-term program (due to clinical experiences, scheduling, graduation, and other factors). Flex DPT students should consult with the Associate Program Director to discuss options.
- An MOT student must exchange in Trimester 3 or 4 (due to fieldwork experiences, scheduling, graduation, and other factors). Flex MOT students do not currently have this opportunity unless they are requesting a transfer to a campus-based program.
- A student must provide travel and lodging arrangements. (Students may want to visit housing.usa.edu or contact their new campus' student association leaders to see which students may have room occupancies available due to internships or other factors.)

Students who believe they meet the criteria must complete the following process in order to become an exchange student:

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

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

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

At this time the Campus Exchange Program is not available to OTD.

Enrollment Certifications

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

Transferability of Course Credit

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT THIS INSTITUTION: The transferability of credits students earn at USAHS is at the complete discretion of an institution to which a student may seek to transfer. Acceptance of the degree or certificate earned at USAHS is also at the complete discretion of the institution to which the student may seek to transfer. If the degree or certificate 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 or certificate 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.

Commencement Ceremony and Graduation (Degree Conferral)

Commencement refers to the celebratory event, officiated by University leadership, where students who have completed their degree requirements share in the excitement and importance of their academic accomplishments with peers, family, friends, and members of the campus community. *Graduation* is synonymous with degree conferral and involves a multistep process that consists of (1) the student applying for graduation, (2) University personnel confirming that the student has satisfied all degree requirements

and securing graduation approval through relevant internal governance structures, and (3) the Registrar's Office posting the degree conferral date to the student's official record.

Graduation Application and Commencement Participation Eligibility

Students submit applications for graduation in the term in which the student anticipates completing all degree requirements. All applications must be submitted during the application period. All commencement related information, including the graduation application form and deadline is available to students at MyUSA, Student Services tab, Graduation link. Students who miss the deadline should contact their academic department to determine eligibility and request a late submission. Students who submit a late application risk not being included in important graduation communications and the commencement ceremony.

Students who have successfully completed the program requirements are eligible to participate in commencement. Students who are unable to successfully complete one of the final courses but have successfully met all other degree requirements may be allowed to participate in commencement with their respective cohort class.

Graduation Honors

The University recognizes the scholastic achievement of graduates by awarding honors/high honors designations, which are posted to the students' transcript and diploma when all final grades are received, final cumulative grade point averages (GPA) are calculated, and degree requirements conferred. Cumulative GPAs are calculated to the second decimal and are not rounded.

Honors Designation
Honors: 3.50–3.64 cumulative GPA
High Honors: 3.65–4.00 cumulative GPA

Because commencement ceremonies frequently occur prior to the official conferral of the degree, it is the operational practice of the University to allow graduates to wear honor cords at the commencement ceremony based on their cumulative GPA calculated in the second to last trimester of coursework. In instances when official final cumulative GPA calculations change a student's designation to a higher honor, the appropriate cordage is mailed to the student with their diploma. An honors designation is given to students who earn a cumulative GPA of 3.50–3.64. High honors designation is given to students who earn a cumulative GPA of 3.65–4.0.

Degree Conferral

Degree conferral is an administrative process that is completed within two weeks of commencement ceremonies. In most cases, the degree conferral date is the last day of each trimester; however, a degree is conferred only after the student meets all program requirements. Students who are unable to successfully complete one of the final courses have a degree conferral date based on when they complete all coursework. If a student completes pending coursework by the conclusion of the add/drop period in the immediate subsequent trimester, the student's degree conferral date on the diploma and transcript reflects the actual date of course completion as reported by the instructor during final grade submission. When a student completes the coursework after the add/drop deadline in the trimester immediately following the student's originally anticipated final term of enrollment, the degree conferral date coincides with the next graduating cohort, which is the last day of the respective trimester.

Diplomas for New Graduates (Digital and Printed)

When the University posts a graduate's degree conferral date to their official record, Parchment (USAHS' third-party diploma provider) issues a digital and printed diploma to the graduate. The physical/printed diploma is mailed to the student's last known address according to University records. A digital diploma is delivered to the graduate's USAHS email address. A digital diploma is a true and official diploma, which is secure and comes with Parchment's Blue-Ribbon seal. The digital diploma is available to graduates quickly and is always accessible for download at no cost through the graduate's Parchment Credential Profile. More information is available at Parchment.

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.

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 professions.
Responsibility	Is dependable and assumes responsibility for one's own actions.
Leadership	Is willing to be involved in student and/or professional activities.
Initiative	Is resourceful and self-directed.
Constructive Skills	Maintains a positive attitude and demonstrates creative qualities.

Stanley V. Paris and Catherine E. Patla Award

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

Scholastic Achievement Award

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

Post-Professional Awards

Excellence in Scholarship Award

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

Excellence in Interprofessional Collaboration Award

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

Excellence in Dissertation Research Award

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

Other Awards

Patricia King Alumni Award for Professional Excellence

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

Recognition for the Residency in Orthopaedic Physical Therapy

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

Replacement Diploma

All replacement diplomas are printed in the current format with the current signatures. Each replacement diploma has "Duplicate" printed in small print on the bottom to discern it from the original. Duplicate diplomas may be printed with the signatures of the current institutional leadership.

For more information on ordering a replacement diploma, please visit the MyUSA portal, My Info tab, My Transcripts link to locate the information for purchasing a replacement diploma via Parchment. Alumni may order a replacement diploma by going to usa.edu/about/alumni/.

The cost for a replacement diploma is $30.00.

Licensure Forms

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

University Policies

Student Rights

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

- The right of respect for personal feelings.
- The right to freedom from indignity of any type.
- The right to an educational experience free from discrimination.
- The right to expect an education of the highest quality.
- The right to make the best use of one's talents and time toward the objectives that brought him or her to the University.
- The right to inquire about and to recommend improvements in policies, regulations, and procedures affecting the welfare of students.
- The right for students to meet with the appropriate University official.
- 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 of due process as set forth in University policies.
- The right to freedom of the press and media (newspaper, radio, television, etc.) to publish and distribute materials will be granted when identified by authorship and sponsorship.

Student Responsibilities

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

- The responsibility of assuming the consequences of one's own actions and of avoiding conduct detrimental to fellow students and University employees.
- The responsibility of taking the initiative to volunteer for service on committees.

- The responsibility for ensuring that the essential order of the University is maintained.
- The responsibility for academic work and clinical education requirements.
- The responsibility to be fully acquainted with and to adhere to the University's Catalog/Handbook and other published policies and procedures.
- The responsibility to treat others with dignity and respect and to support a learning environment free from discrimination.

Student Code of Conduct

Introduction and Commitment to Core Values

The USAHS community is committed to promoting excellence and innovation in education by creating a caring, safe, and collaborative environment where students are expected to act with integrity and conduct themselves in a manner fitting of their profession and of the University.

The Student Code of Conduct sets the standard of expected and appropriate behavior for the University community. This code upholds the values of the University, protects the interests of the community and dignity of its members, and outlines behaviors that are not in accordance with our policies.

Admittance to USAHS carries with it an obligation and responsibility to abide by federal, state, and local laws and respective county and city ordinances, as well as all University rules, regulations, and procedures. Admission to the University is a privilege, not a right, and is extended to those individuals who meet the 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.

For the purposes of the Student Code of Conduct, a student is defined as a person enrolled in an offered program of study, course, or certificate program—whether degree seeking or non-degree seeking. Once a student graduates, is withdrawn, or is otherwise not enrolled, the University retains the right to investigate violations of the Student Code of Conduct and take actions in the interests of the University. Further, the Student Code of Conduct applies to guests of students whose student host may be held accountable for the misconduct of their guests.

USAHS expects all members of the University community to conduct themselves with integrity, professionalism, and high ethical standards by committing to the University's Core Values:

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

Reporting Misconduct

Always report violations of the Code of Conduct or other University policy 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 or could lead to a referral to the Professional Misconduct Committee. See the Professional Misconduct Policy for detailed information regarding procedures for addressing student misconduct.

The sections below outline standards for professionalism and appropriate and expected behavior and provide examples of misconduct and unacceptable behavior. The Code of Conduct is not an exhaustive list of appropriate behaviors, nor does it include all behaviors that may be in violation of a University policy.

Standards for Professionalism

USAHS expects the highest level of integrity, professionalism, and personal responsibility from members of the University community. 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 key to the successful completion of studies at the University and to excel as healthcare professionals. Students must endeavor at all times to:

- Conduct themselves with professionalism, courtesy, and respect for others in all dealings with institution staff, faculty, and other students both on and off campus.
- Comply with the Professional Dress and Appearance Code.

- Present qualifications and background truthfully and accurately for admission and other academic-related documentation to the institution.
- Utilize titles and surnames when addressing University personnel.
- Be receptive to and promote constructive feedback.
- Refrain from disruptive and/or aggressive, harassing, or discriminatory behavior.
- Refrain from proselytization (proselytization is defined as aggressively and/or harassingly trying to convert, recruit, or induce someone to join one's own political cause or to espouse one's own doctrine).
- Respect the confidentiality of others.
- Follow the directives of authorized University personnel acting in the performance of their duties.
- Refrain from improper use, destruction, or alteration of the institution's documents, transcripts, or other records.
- Refrain from forging or falsifying records or documents.
- Refrain from providing false or misleading information.

Campus Facilities and Property

The University's expectations for responsible, ethical, and professional behavior includes the treatment of campus facilities and property. For the purposes of this document, the University's campus consists of the entire physical property, which includes the student parking lot, faculty and staff parking lots, all classrooms, laboratories, lounges, hallways, lobbies, common areas, and libraries. The University is a seven-day-a-week campus and should be treated as a professional environment. Students should:

- Adhere to the Safety and Security policy.
- Wear their USAHS ID badge while on campus property at all times.
- Not badge other people into University spaces, even if they are known members of the University community.
- Refrain from permitting or engaging in unauthorized possession, duplication, or use of keys, passwords, or access cards to any University premises, hardware, software, or services.
- Adhere to the Pets and Service Animals policy.
- Refrain from 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.

The following behaviors are prohibited:

- Stealing from the University, or any member of the USAHS community, in any manner, is prohibited.
- Commission of an act that would constitute a crime under federal, state, or local law.
- 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 per the Prohibited Weapons Policy.

Students must abide by all campus conduct and standards, including any state requirements governing the use of facilities.

Florida Students: In accordance with Florida law, USAHS maintains a number of restrooms and changing facilities throughout its Florida campuses that are designated either for single occupancy use or the exclusive use by male and female respective to their biological sex at birth. Instructional and administrative personnel who violate Florida law, including by willfully entering a restroom or changing facility designated for the opposite sex for an unauthorized purpose and refuse to leave when asked to do so by any administrative, instructional, security, or law enforcement personnel shall be subject to disciplinary action up to and including dismissal. Incidents of alleged misconduct should be immediately reported to the Professional Misconduct Committee. All reports of alleged misconduct are investigated in accordance with USAHS's established investigative and disciplinary procedures. Student and instructional, administrative, security, and law enforcement personnel also have the right to file a complaint with the Florida Attorney General's Office alleging that USAHS has failed to meet the minimum requirements for restrooms and changing facilities.

Academic Conduct

It is expected that students actively engage in all classes and represent their work with honesty and integrity.

- It is expected that students observe the institutional policies and rules on submitting individual work, examinations, participating in online discussions, and conducting research as outlined in the Academic Integrity Policy.
- Students are responsible for compliance with all academic policies, procedures, and expectations including the following:
    - The student's program-level clinical, fieldwork, and/or practicum handbooks
    - Program-level handbooks

- Exam Policies
- Attendance and Academic Engagement
- Verbal directives of faculty and staff
- All course syllabi and instructive materials

Alcohol, Tobacco, and Controlled Substances

The University is a tobacco-free, e-cigarette-free, drug-free, and alcohol-free environment in accordance with the Unlawful and Controlled Substances policy. Students are strictly prohibited from misusing controlled substances, intoxicants, alcohol, and prescription drugs or buying, selling, manufacturing, distributing, possessing, or working under the influence of those substances when conducting USAHS business, while on the campus premises, while working in the University online environment, or while participating in internships, fieldwork, residencies, fellowships, or other University-sponsored activities on or off the USAHS campuses, except as explicitly authorized by a prescription from a physician in accordance with the Alcohol and Drug Abuse Prevention Policy.

- Smoking of any kind is not permitted.
- Being under the influence of substances or intoxicants is not permitted.
- Possession of drug paraphernalia is not permitted.
- The use, possession, sale, or distribution of nonprescription and prescription-controlled substances is not permitted.

Information regarding alcohol and drug abuse prevention is available in the Alcohol and Drug Abuse Prevention Policy at https://www.usa.edu/legal/alcohol-drug-abuse-prevention-program/ and other resources are available on MyUSA, Student Services, Alcohol and Drug Prevention.

Harassment, Discrimination and Sexual Misconduct

USAHS expects all students to conduct themselves in a manner that does not infringe upon the rights of others as outlined in the Title IX Policies and Procedures and the Nondiscrimination and Anti-Harassment Policy. The University is committed to providing an educational environment free from discrimination and harassment in any form. The following behaviors are not tolerated:

- Sexual assault, sexual harassment, stalking, dating violence or other violations as outlined in the Title IX Policies and Procedures.
- Physical and/or mental abuse of any person or any form of harassment as defined under the Nondiscrimination and Anti-Harassment Policy.
- The persistent, unwelcome pursuit of a relationship or other verbal or physical conduct that is harassing or perceived as intimidating, aggressive, threatening, or an abuse of power.
- Patterns of physical, mental, or emotional bullying or intimidation.
- Sexual exploitation.
- The use of profane, vulgar, or discriminatory language.
- Disruptive, aggressive, harassing, or discriminatory behavior.

Social Media, Internet, and Copyright

All USAHS students are expected to display good judgment and professional behavior when posting to social media. Students are expected to adhere to professionalism expectations when communicating with members of the USAHS community while using messaging apps, texts, and other communication platforms and public internet forums of any kind.

- Personal attacks or derogatory comments directed at members of the USAHS community are prohibited.
- Posts and comments that are racist, sexist, homophobic, sexually explicit or otherwise discriminatory, threatening, or harassing are not permitted.
- Posts and comments with inappropriate language, including profanity, abusive language or obscene remarks are not permitted.
- The Acceptable Internet Use Policy must be adhered to at all times, including the Social Networking Acceptable Use policy.
- Never divulge one's online username and password.
- 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 is prohibited.
- The Copyright Policy must be adhered to at all times.

Threatening or Disruptive Behavior

- Threatening behavior, or behavior that is disruptive to the USAHS community, campuses, property, or its activities is prohibited in alignment with the Behavioral Intervention Team Policy. Prohibited behaviors include but are not limited to the following:
- Intentionally causing physical injury to another person or engaging in behavior that creates a risk of injury
- Intentionally damaging property or threatening to damage property
- Violence, or the threat of violence in any form
- Hazing
- Disruption of teaching, research, administration, and disciplinary proceedings or other institutional activities
- 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 policies outlined within the Code of Conduct serve as a cornerstone for fostering a culture of integrity, professionalism, and respect within the USAHS community. By upholding these standards, members of the USAHS community contribute to the fulfillment of the institution's mission and values, ultimately shaping the future of healthcare through their actions and interactions.

Campus Conduct and Standards

Classroom and Laboratory

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

- No food or drinks are permitted in the lecture or lab areas with the exception of drinks in spill-proof containers.
- Students are expected to assist the instructors in the organization of equipment before and after the lab activity.
- Students must operate lab equipment in a safe and respectful manner.
- Shoes may not be worn while on the lab tables or mats.

Flex courses may include labs for learning hands-on skills. Lab sessions are typically scheduled for Saturday and Sunday; however, some PT coursework requires weekday attendance. Students are notified of the lab schedule for the next trimester approximately two months before the start of the trimester.

Professional Dress and Appearance Code

Because USAHS students are highly visible to the public, the following guidelines are 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 may change these guidelines without prior notice to students, although every effort will be made to provide such notice.

The intention of the professional dress and appearance code is that as future health professionals, students' daily appearance when on campus is analogous to the daily appearance of health professionals and exemplary of ambassadors for the University and health professions.

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

- *University ID:* The University ID must be properly exposed above the waist on the front collar or on a lanyard at all times.
- *Grooming:* Students must portray the well-groomed appearance of a responsible health professional. Hair must clean, neat, of natural color, and will not be excessively long. Nails must be groomed to ¼-inch or less. Students must be cleanly shaven or well-groomed; beards or mustaches are acceptable. No heavy makeup, perfume, cologne, or aftershave.
- *Accessories, jewelry, body piercings, and tattoos:* All accessories and jewelry shall be free of writing, pictures, symbols, or any other insignia that are crude, vulgar, profane, obscene, libelous, slanderous, or sexually suggestive. Any accessory or jewelry that creates a safety or health concern or causes or threatens to cause a disruption to the educational process is prohibited. Dark glasses, sunglasses, hats, caps, visors, and other head coverings except those worn for religious, cultural, or temporary medical purposes shall not be worn indoors. Visible tattoos may not have offensive words, symbols, imagery, or content. Students may be asked to cover tattoos during certain academic

activities and clinical experiences occurring either on or off campus based on the expectations of the site and during on-campus guest lectures or lab experiences.

- *Swimsuits:* Recreational and instructional swimsuit attire must not be disruptive or distracting. Option 1: one-piece swimsuits. Option 2: mid-thigh swimsuits/shorts. All swimsuits must remain nontransparent when wet and must fully cover the chest and buttocks. A person wearing inappropriate swimsuit attire will be required to wear shorts and a shirt.

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

Lecture Attire

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

Guest Lecture Attire

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

Laboratory Attire

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

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

- Solid color gym shorts that allow for modesty and free movement and a plain, solid-colored T-shirt are acceptable. T-shirts should be devoid of any print or pictures with the exception of the official USAHS logo, which is permissible. T-shirts must be clean, properly sized, and be of a length that can be tucked into and remain in the pants. When T-shirts are approved for university-sponsored activities, students will be notified if they are also approved as lab wear.
- Athletic shoes with socks are required.
- Nails must be groomed to ¼-inch or less; no artificial nails.
- Scrubs that include short- or long-sleeve tops and matching bottoms (pants or knee-length skirt) or a dress are acceptable for certain labs (e.g., Anatomy dissection and Neuroscience) as defined by class syllabi.
- For many labs a sports bra, halter-top, or bathing suit top that exposes the scapulae and can be unfastened at the back is needed.

- Jean shorts, cargo-style shorts, cutoffs, or bright neon shorts are not acceptable. Underwear is not permitted to show outside or through the clothing. No excessive exposure of midriffs, cleavage, or gluteal fold is permitted.

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

Clinical Affiliation Attire

Please refer to the Clinical Education Handbook. The student should comply with the dress code of the clinical facility and adhere to the dress code standards published in the University Catalog/Handbook.

Miami and Dallas Campuses Dress Code

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

Guest Lecture Attire

On occasion, students are required to wear business attire on days when guest lecturers and/or others are visiting the University. Students may also be required to wear business attire when giving formal presentations or case presentations as a part of their coursework. Appropriate business attire includes a business suit with jacket, dress shirt, and a tie, or a blazer; dress pants with a dress shirt and tie; or a business suit (skirt or pants) with a jacket and blouse. Skirts may not be unreasonably short for a professional

healthcare environment (i.e., skirt hems should be no higher than three inches from the top of the patella). Shoes are to be closed-toe and closed heel. Course instructors reserve the right to modify or further specify the required dress for guest lectures or presentations. Refer to individual course syllabi for further requirements.

Laboratory Attire

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

Alternate Lab Attire

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

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

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

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

Accessibility & Accommodations

USAHS is committed to and embraces diversity in all forms. The Office of Student Welfare and Accessibility can help if a student requires reasonable accommodation during his or her coursework or at a clinical site because of a disability, religion, pregnancy/postpartum status. Students seeking reasonable accommodation should follow the steps outlined below and submit such request as soon as reasonably practicable. Requests for clinical accommodations are subject to a priority deadline as outlined at MyUSA, Student Services, Accommodations, Clinical Accommodations. Notice or requests from students outside of the process outlined below and/or notice to other University officials outside of the Office of Student Welfare and Accessibility including faculty, staff, and administrators is not accepted as notice to the University for the purpose of approved accommodations.

To request a reasonable accommodation, a student must complete and submit the appropriate form available through the MyUSA student portal. A delay in submitting the request may result in not receiving approved accommodations for assignments or other academic requirements. The Office of Student Welfare and Accessibility reviews all requests and informs the student in writing of the decision. The student is responsible for notifying his or her instructor(s) of the approved accommodations. Students enrolled in a program that has a clinical component (i.e., MS-SLP, MOT, OTD, DPT, MSN, and DNP programs) should be aware that the clinical environment may have different requirements than the academic environment. As such, students wishing to request accommodation for the clinical portion of the program must submit an additional accommodation request and follow the process outlined above.

Faculty are to adhere to a student's approved accommodations and are encouraged to seek clarification from the Office of Student Welfare and Accessibility should there be a question or concern about providing the accommodation. Should a student request accommodation other than the approved accommodations, the student should contact the Office of Student Welfare and Accessibility via accommodations@usa.edu. Faculty members, advisors and/or program directors are unable to alter the approved accommodation.

Disability Accommodations

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, 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 newly admitted students as part of the acceptance process. Students must endorse that they have reviewed and understands the list of essential functions. To request reasonable accommodation, a student must complete the Disability Accommodation Request Form (e-form) available through the MyUSA portal, Student Services tab, Accommodations link.

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 a religious accommodation, a student must submit the electronic Religious Accommodation Request Form available through the MyUSA portal, Student Services tab, Accommodations link.

Pregnancy and Postpartum Accommodations

In accordance with Title IX of the Education Amendments Act of 1972, USAHS is committed to providing modifications for pregnant students. Students may request modifications because of pregnancy, childbirth, lactation, termination of pregnancy, recovery from these conditions or related medical conditions. Modifications vary based on the student's circumstances including but not limited to the following: breaks during class, excused absences, flexibility with course deadlines, and/or a leave of absence. A student may take a full-term leave of absence as outlined in the Leave of Absence Policy or may request a shorter leave of absence, not to exceed 14 calendar days, from Student Welfare and Accessibility.

In addition, USAHS shall provide clean, private lactation rooms that are easily accessible to students who are nursing. 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 modifications based on pregnancy, childbirth, or related medical conditions should submit the electronic Pregnancy Accommodation Request Form available through the MyUSA portal, Student Services tab, Accommodations link or contact Student Welfare and Accessibility at accommodations@usa.edu.

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. Service animals are welcome 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 with a service animal must contact Student Welfare and Accessibility at accommodations@usa.edu if the animal is required during a clinical experience to discuss proper site notification and implementation.

Definition of Service Animal

The ADA defines a service animal as follows:

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

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

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

Responsibility of Service Animal Owner/Partner

The service animal's owner/partner is at all times solely responsible for the cost of care, arrangements, any responsibilities connected to the well-being of a service animal, and any property damage caused by the service animal. Students with off-campus internships, clinical labs, service-learning opportunities, or other University-related activities must abide by the service animal policy at the off-campus entity.

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

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

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

Areas Off-Limits to Service Animals

To ensure safety there may be areas on the campus that are off-limits to service animals. 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 the safety of the animal, student, and USAHS community. 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. Exceptions to determinations may be made by a Dean or the Dean's designee. If students have questions about restrictions, they should contact Student Welfare and Accessibility at accommodations@usa.edu.

Anti-Retaliation

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

Behavioral Intervention Team

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

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

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

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

Resolution of Concerning or Threatening Behaviors

When the BIT receives a Behavioral Intervention Reporting Form or otherwise becomes aware of concerning or threatening behaviors, the BIT meets to:

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

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

Compliance with University Regulations

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

Diversity Policy

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

1. Representation of the student, faculty, and staff across all campuses.
2. Allowing for diverse thought, leadership styles, and work environments.

3. Encouraging diverse ways to teach, to promote student cultural awareness, and to engage in scholarly pursuits.

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

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

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

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

Diversity is inclusion. It stresses equal opportunity, recognizes and respects the multitude of differences that employees and students bring to our workplace and classrooms, and acknowledges the changing face of the community we serve. The

affirmation of diversity and full cooperation by all managers, supervisors, employees, and students is expected.

Nondiscrimination and Anti-Harassment Policy

It is the policy of USAHS that each member of the University community be permitted to work or attend class in an environment free from any form of discrimination, including on the basis of age, sex, sexual orientation, gender identity, race, color, creed, religion, ethnicity, genetic condition, national origin, citizenship, disability, marital status, pregnancy status, military status, or any other legally-recognized protected basis under federal, state, or local laws, regulations, or ordinances. 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 concerns related to disability discrimination and to report harassment or discrimination concerns about another student or concerns regarding University employees, policies, and events, please see the Complaints Policy.

Title IX Policy and Procedures

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

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

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

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

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

1. Definitions

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

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

withdrawn at any time. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. The intoxication or recklessness of a respondent is not an excuse for him or her not receiving affirmative consent from the complainant before engaging in a specific sexual activity.

Formal Complaint: Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the University investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the University with which the formal complaint is filed. As used in this paragraph, the phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the University) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party.

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

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

Sexual Discrimination: Sexual discrimination for the purpose of this Policy is defined as including, but not limited to, treating individuals differently because of their gender or

sexual orientation, in connection with the terms and conditions of employment or educational opportunities. Discrimination does not occur, however, when an individual is treated differently than another individual for legitimate reasons.

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

1. An employee of the University conditioning the provision of an aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's education program or activity;
3. Sexual assault, defined as an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. Sex offenses include any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent:
    1. **Rape (except Statutory Rape):** The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
    2. *Sodomy:* Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
    3. **Sexual Assault with an Object:** To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
    4. **Statutory Rape:** Sexual intercourse with a person who is under the statutory age of consent.
    5. *Fondling:* The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

6. **Incest:** Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law

4. Dating violence, defined as violence committed by a person:
    1. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
    2. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
        1. The length of the relationship.
        2. The type of the relationship.
        3. The frequency of interaction between the persons involved in the relationship;
5. Domestic violence, which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. Stalking, defined as engaging in a course of conduct directed at a specific person that would cause a reasonable person to—
    1. fear for his or her safety or the safety of others; or
    2. suffer substantial emotional distress.

2. Reporting Violations of This Policy

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

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

Any questions or complaints regarding Title IX may be referred to USAHS's Title IX Coordinator and/or to the Department of Education's Office of Civil Rights – Regional Division Offices listed below. Additionally, inquiries about the application of Title IX may be referred to the U.S. Department of Education's Office for Civil Rights, Lyndon Baines Johnson Department of Education Bldg., 400 Maryland Avenue, SW, Washington, DC 20202-1100, 800-421-3481.

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

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

USAHS Florida Campuses

U.S. Department of Education - Regional Office IV

61 Forsyth St. SW, Suite 19T40
Atlanta, GA 30303
Phone: 404-974-9406
Email: OCR.Atlanta@ed.gov

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

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

USAHS California Campus

U.S. Department of Education - Regional Office IX
50 United Nations Plaza
Mail Box 1200, Room 1545
San Francisco, CA 94105
Phone: 415-486-5555
Email: OCR.sanfrancisco@ed.gov

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

USAHS Texas Campuses

U.S. Department of Education - Regional Office VI
1201 Elm Street, Suite 1000
Dallas, Texas 75201
Phone: 404-974-9450
Email: OCR.dallas@ed.gov

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

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

In addition, any Campus Director and/or Human Resources personnel who has actual knowledge of an incident of sexual harassment must report it to the Title IX Coordinator. USAHS takes all reports of sexual harassment seriously and, upon receiving notice of any alleged violation of this Policy, shall take immediate steps to conduct a thorough, prompt, and appropriate investigation of the complaint. The University reserves the right to remove the respondent from the University if there is an immediate threat to the health and safety of the campus community. Non-student employee respondents may also be placed on administrative leave during the pendency of the grievance process and investigation.

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

regardless of the wishes of the complainant. Given the sensitive nature of reports of sexual violence, the University shall ensure that the information is maintained in a secure manner.

Determination of Supportive or Protective Measures

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

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

provide the Complainant with options to avoid contact with the alleged perpetrator. These measures may include a change in academic activities, living, transportation, dining, and working situation as appropriate.

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

3. Grievance Process

Formal Complaint

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

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

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

Investigation

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

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

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

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

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

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

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

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

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

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

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

Informal Resolution

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

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

If both parties are satisfied with a proposed informal resolution, and the Title IX Coordinator considers the resolution to satisfy USAHS's obligations to provide a safe and non-discriminatory environment, the resolution will be implemented, and the informal resolution process will be concluded. If informal resolution does not resolve the matter, the grievance process will resume. At any point in the process, either the complainant or the respondent may elect to end the informal process in favor of proceeding with the

formal grievance process. Further, no statements made during the course of informal resolution can be used or disclosed during the formal grievance process, should it proceed.

Hearing

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

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

recording, or transcript, of any live hearing and make it available to the parties for inspection and review.

4. Determination Regarding Responsibility

The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), must issue a written determination regarding responsibility. To reach this determination, the University must apply the preponderance of evidence standard. The written determination must include:

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

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

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

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

5. Student Amnesty Policy and Bystander Intervention

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

6. Appeals

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

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

The University will:

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in Title IX;
4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
5. Issue a written decision describing the result of the appeal and the rationale for the result; and
6. Provide the written decision simultaneously to both parties.

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

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

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

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

7. Additional Information

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

absence of a party, a party's advisor, or a witness; concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities;

Sources of Counseling, Advocacy, and Support: Victims of Sexual Harassment can receive assistance immediately by calling the local police department (911, if an emergency) and local counseling resources listed by campus below. In partnership with ComPsych (a Student Assistance Program provider), USAHS offers free counseling services and online resources whenever and wherever needed. Students (and members of the student's household) may call 844-819-4777 (toll free) and be connected to free and confidential highly trained master's or doctoral level clinicians via phone. Students and household members also have unlimited access to https://www.guidanceresources.com/groWeb/login/login.xhtml. Students will need to use "USAHS" as the Web ID to create a free account. USAHS employees may contact the Employee Assistance Program (EAP) by contacting 1-844-819-4777 or online at www.guidanceresources.com (Organization Web ID: USAEAP). EAP is a free, "Confidential Resource" at USAHS, which means that all conversations will remain confidential and will not initiate any type of investigation into the incident. Sexual assault reports must be made by contacting the University's Title IX Coordinator, who is the appropriate University Officials for receiving reports of sexual assault. USAHS students can contact the following off-campus resources for counseling services: The National Domestic Violence Hotline, 1-800-799-SAFE (7233), or 1-800-787-3224 (TTY). For students at the **USAHS Florida Campuses:** The Betty Griffin Center 24-hour crisis hotlines, Telephone: (904) 824-1555. For students at the **USAHS California Campus:** North County Family Violence Center Prevention Services, 330 Rancheros Dr. San Marcos, CA, Telephone: (760) 798-2835. For students at the **USAHS Austin, Texas Campus:** Victim Services Resources: 24-hour crisis hotlines, Telephone: (512) 974-5037. For students at the **USAHS Dallas, Texas Campus:** Dallas Area Rape Crisis Center (DARC-C), Telephone: (972) 641-7273.

Complaints Policy

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

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

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

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

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

Open Door

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

Formal Complaint: The Formal Complaint process requires students to complete the Student Complaint Form located at MyUSA, Student Services, Complaints Policy, which the student submits to the Office of Student Affairs at usastudentaffairs@usa.edu. The Office of Student Affairs directs the complaint to the responsible party to investigate and

attempt to resolve the complaint. The Office of Student Affairs provides a written summary of any resolution to the student, generally within 30 days after receipt of the written complaint.
Appeals Process: Students may appeal the initial decision in writing to the Grievance Committee by completing the Grievance Form located at MyUSA, Student Services, Complaints Policy within seven days after the response was issued to the student. The Grievance Committee investigates the complaint and gives the student an opportunity to discuss the complaint. The Office of Student Affairs provides a written response to the student from the Grievance Committee, generally within 60 days.

The Grievance Form submitted for the appeal must meet one of the following criteria for consideration.

1. The initial decision 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 review of the initial decision.

Request for Reconsideration: The student may submit a request for reconsideration of the Grievance Committee's decision, in writing to usastudentaffairs@usa.edu, within seven days after response to the formal complaint is issued to the student. Requests for reconsideration should be addressed to the President and should not be the same letter submitted with the request for appeal.

Requests for reconsideration are forwarded to the President or their designee. For purposes of a request for reconsideration, the President or designee reviews the existing record from the previous investigations. A request for reconsideration is granted only if the student can provide evidence that the Grievance Committee did not follow the procedure as outlined in this policy. Decisions on requests for reconsideration are generally provided within 30 days. The Office of Student Affairs provides a written response to the request for reconsideration to the student at the conclusion of the process.

Confidentiality

All information submitted as part of a student complaint is treated as confidential and is made 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, are not protected by this policy.

Unresolved Complaints

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

- WASC Senior College and University Commission (WSCUC)
    - Complaints may be filed with the University's institutional accrediting body by reviewing WSCUC's policy on Complaints and Third-Party Comments found at https://www.wscuc.org for information regarding specific procedures for filing a complaint against the University.

  Commission on Accreditation in Physical Therapy Education (CAPTE)
    - To submit a complaint against the Doctor of Physical Therapy program, contact the APTA Accreditation Department at 703-706-3245 or at accreditation@apta.org to obtain the necessary materials for complaint submission. For more information on this process please visit Complaints | Commission on Accreditation in Physical Therapy Education (capteonline.org).
- American Occupational Therapy Association (AOTA)
    - Complaints about the Occupational Therapy program that cannot be resolved after following the University's procedures may be submitted online by completing the Complaint Against a Program Subject to ACOTE Accreditation form or electronically by sending the completed form as an attachment to an email addressed to accred@aota.org. All complaints against a program must be addressed to the ACOTE Chairperson, c/o the Accreditation Department and signed by the complainant.
    - For more information on this process, please visit Policies & Procedures – ACOTE (acoteonline.org) and review V.B. Procedure for Complaints.

- Council on Academic Accreditation in Audiology and Speech-Language Pathology
    - In addition to opportunities for providing public comment regarding a program's accreditation status, the CAA has separate procedures for filing a formal complaint about a CAA-accredited program or one seeking a CAA accreditation status. Individuals who wish to file a formal complaint should contact the Accreditation Office at accreditation@asha.org or 800-498-2071 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
- American Board of Physical Therapy Residency & Fellowship Education (ABPTRFE)
    - If a complaint regarding curriculum delivery, support services, or program fees cannot be resolved after exhausting all efforts with the program, the complainant may file a complaint with ABPTRFE by following the procedure outlined on ABPTRFE's website, https://abptrfe.apta.org/complaints.
- 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, which can be obtained on the bureau's internet website, at http://www.bppe.ca.gov/enforcement/complaint.shtml.
- In Florida
    - For information on the Commission for Independent Education's complaint process go to https://www.fldoe.org/policy/cie/student-concerns.stml or contact the Commission for Independent Education, Florida Department of Education at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399, (toll-free number) 888-224-6684.

- In Texas
    - For more information on making a complaint to the Texas Higher Education Coordinating Board go to https://www.highered.texas.gov/links/student-complaints/. Title 19 of the Texas Administrative Code, Sections 1.110−1.120 governs the rules for student complaints: https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=T&app=9&p_dir=P&p_rloc=164570&p_tloc=&p_ploc=1&pg=7&p_tac=&ti=19&pt=1&ch=1&rl=116.

Additional States

- In Connecticut contact the Connecticut Office of Higher Education, 450 Columbus Boulevard, Suite 510, Hartford, CT 06103-1841; 860-947-1800; https://ohe.ct.gov/StudentComplaints.shtml.
- In District of Columbia contact the District of Columbia Higher Education Licensure Commission,1050 First St., NE, Fifth Floor, Washington, DC 20002; 202-727-6436; https://helc.osse.dc.gov/topic/helcadmin/community-stakeholders/public-complaints.
- In Georgia contact the Georgia Nonpublic Postsecondary Education Commission at 2082 East Exchange Place, Suite 220, Tucker, GA 30084, 770-414-3300. The complaint process is located at https://gnpec.georgia.gov/student-resources/complaints-against-institution.
- In Iowa contact the Iowa College Student Aid Commission, 475 SW Fifth Street, Suite D, Des Moines, IA, 50309; 877-272-4456. Student Dispute Resolution Form: https://www.iowacollegeaid.gov/StudentComplaintForm.
- In Kansas contact the Kansas Board of Regents, 1000 SW Jackson, Suite 520, Topeka, KS 66612-1368; 785-430-4240; https://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process.
- In Maryland contact the Maryland Higher Education Commission, 217 East Redwood Street, Suite 2100, Baltimore, MD 21202; (410)-767-3300; collegiatecomplaint.mhec@maryland.gov; or https://onestop.md.gov/forms/student-complaints-mhec-5f74bfc0ab0f9d00fc796766.
- In Michigan contact the Michigan Department of Licensing and Regulatory Affairs, P.O. Box 30018, Lansing, MI 48909; 517-241-7000; https://www.michigan.gov/leo/bureaus-agencies/wd/pss.

- In Minnesota for more information contact the Minnesota Office of Higher Education Attn: Registration/Licensure 1450 Energy Park Drive, Suite 350 St. Paul, MN 55108 Tel: 651-642-0567 or 1-800-657-3866, TTY Relay: 1-800-627-3529, Fax: 651-642-0675; https://www.ohe.state.mn.us/mPg.cfm?pageID=1078.
- 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 Oklahoma, contact the Oklahoma State Regents for Higher Education, 655 Research Pkwy, # 200, Oklahoma City, OK 73104; (405)225-9100 - https://okhighered.org/current-collegestudents/complaints/.
- Students in Oregon: Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission, 3225 25th St. SE, Salem, OR 97302 or by sending an email to complaints@hecc.oregon.gov. Students may also access the HECC Complaints web page for information at https://www.oregon.gov/highered/about/Pages/complaints.aspx.
- The Tennessee Higher Education Commission requires that all students know of their rights in a grievance situation, including contacting the Tennessee Higher Education Commission, Nashville, TN 37243-0830; 615-741-5293 if grievances are not resolved at the institutional level.
- In Utah contact the Utah Division of Consumer Protection, 160 East 300 South, 2nd Floor, PO Box 146704, Salt Lake City, UT 84114-6704; https://db.dcp.utah.gov/complaints.html. Students can file a complaint at any time with the Utah Division of Consumer Protection.
- The Washington Student Achievement Council (WSAC) has authority to investigate student complaints against specific schools. WSAC may not be able to investigate every student complaint. Visit https://www.wsac.wa.gov/student-complaints for information regarding the WSAC complaint process.
- 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.

Professional Misconduct Policy

Jurisdiction and Scope

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. The Student Code of Conduct applies to behavior that takes place on a USAHS campus,; at University-sponsored events, both on and off campus; at a clinical site; or any location in which the student is representing the University in any capacity. USAHS may elect to apply the Student Code of Conduct to the off-campus conduct of students when the administration determines the off-campus conduct affects a substantial University interest. Examples include but are not limited to instances in which the student's conduct encompasses the following:

- The behavior constitutes a criminal offense as defined by federal or state law,
- The action may pose a threat to the health and safety of the student or others,
- The action impinges on the rights or property of other members of the USAHS community including significant breaches of peace and/or causing social disorder.

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 of student misconduct should be submitted to pmc@usa.edu using the PMC Referral Form found on the MyUSA student portal, Student Services tabs, Professional Misconduct Committee. The Office of Student Affairs reviews the referral and determines the appropriate level of response. The PMC and/or the Office of Student Affairs reserves the right to route alleged misconduct to the student's academic program leadership and/or other appropriate University officials, including but not limited to the Title IX Coordinator and the Behavioral Intervention Team. If a PMC hearing is deemed appropriate, the referral is routed to the Chair of the Professional Misconduct Committee, copying the appropriate Program Director.

All reports should be submitted as soon as possible after the offending event occurs. 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.

Faculty Role in Professional Misconduct Violations

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

Student Success Plan

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

Interim Measures

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

PMC Process

Notice of Hearing

If the misconduct warrants a hearing, the Office of Student Affairs notifies 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 five business days of receipt of the referral. The hearing

provides the student with an opportunity to respond and present his or her version of events, facts, and evidence in his or her defense.

PMC Hearing Procedure

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

Confidentiality

The PMC hearing is a closed, confidential process. However, a student may bring a single advisor with him or her to the PMC hearing after completing a FERPA release form and notifying the committee three business days prior to the hearing. The notification must include the name of the advisor and his or her relationship to the student. The advisor is to be present for support purposes only and does not present on behalf of the student. The student is 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 uses 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 shall 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 assigns sanctions.

The PMC co-chair notifies the student, using the student's University-issued email address, of the Committee's decision through a formal decision letter. Additionally, the student's Program Director and any parties involved in the completion and review of sanctions will also receive a copy of the decision letter. Decisions are not final until this letter is sent to the student. The PMC seeks to issue its decision within three business days after the hearing but may require additional time to render the decision.

Sanctions

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

Status Sanctions

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

event is prohibited. The Registrar's Office withdraws the student from all classes for the term. Students who are dismissed enter inactive status, are not eligible for a refund for incomplete courses outside the University's Refund Policy and should check with Financial Aid to determine when their student loans will enter into repayment.

Educational Sanctions

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

1. *Educational Program:* Requirement to attend, present, and/or participate in a program related to the violation. It may also be a requirement to sponsor or assist with a program for others on campus to aid them in learning about a specific topic or issue related to the violation for which the student was found responsible.
2. *Community/University Service:* Requirement for a student to complete a specific supervised University service.
3. *Behavioral:* Includes required activities such as, but not limited to, seeking academic counseling, mental health counseling assessment, personal counseling, and writing a letter of apology.
4. *Research Projects:* This includes required activities such as, but not limited to, writing papers or creating educational materials and bulletin boards.

Restrictive Sanctions

Restrictive sanctions modify a student's privileges.

1. *Banning/Trespass:* The student's privilege to be present at or utilize certain buildings, facilities, classrooms, and the like are restricted. Temporary exceptions to banning/trespass for University-related business may be granted upon request.
2. *Eligibility Restriction:* The student may be deemed ineligible to hold any office in any student organization recognized by the University or hold an elected or appointed office at the University, or the student may be deemed ineligible to represent the University to anyone outside the University community in any way including participating in the study abroad program, attending conferences, or representing the University at an official function, event, or intercollegiate competition.
3. *Loss of Privileges*: The student is 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 Sanctions

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

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

Failure to Follow Through on Conduct Sanctions

All students, as members of the University community, are expected to comply with conduct sanctions within the time frame specified by the PMC decision letter. If a student fails to follow through on conduct sanctions by the date specified, whether by refusal, neglect, or any other reason, the PMC sends a Notice of Noncompliance, may also result in a hold being placed on a student's account or additional sanctions from the University. The Office of Student Affairs tracks the completion of all sanctions in cooperation with relevant parties and departments.

PMC Appeal Process

Right to Appeal

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

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

Requesting an Appeal

To request an appeal, the student must provide to the Office of Student Affairs a completed PMC Appeal Request Form (available at MyUSA, Student Services, Professional Misconduct) along with a written statement of the basis for his or her appeal within five business days from the date the decision letter is emailed to the student's USAHS email address. If the Office of Student 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 the program's highest level of leadership or their designee the student's completed PMC Appeal Request Form and written statement, along with copies of all materials provided to the PMC, and the written decisions of the PMC. However, if the appeal does not meet the standards outlined above, the student will be notified their request for appeal is denied. Please note if a student is suspended or dismissed, the student remains in that status and is not considered an enrolled student during the appeal period and is therefore not eligible for financial aid. **Similarly, students who are suspended or dismissed will not be able to participate in clinical experiences while appeals are in progress.**

Role of Program Leadership

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

Decision of the Program Leadership

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

Request for Reconsideration to the Chief Academic Officer

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

Role of the Chief Academic Officer

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

Faculty and staff must not engage in consensual romantic or sexual relationships with current students because 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.

Consensual relationships between faculty/staff and a student have the potential to create charges of harassment, which could lead to legal problems for a faculty or staff member and the University. Faculty and staff 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 the HR campus manager and in direct collaboration with their Program Director or supervisor, remove themselves from decisions concerning the student.

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

Teach-Out for Degree Programs

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

Academic Policies

Academic Freedom Policy

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

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

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

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

Academic Integrity Policy

Academic integrity is the commitment to and demonstration of honest and moral behavior in an academic setting. USAHS expects academic honesty from all members of the community in alignment with the USAHS Core Values, particularly Integrity and Professionalism. Consequently, all work submitted for grading in a course must be created as a result of each student's own thoughts and effort. Representing work as one's own that is not a result of such thought and effort is a violation of policy.

Types of Academic Dishonesty

Academic dishonesty can occur in many forms and variations. 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 "levels of misconduct" to represent minor and major violations.

The following definitions of academic dishonesty are meant as a guide but are not exhaustive of all potential violations of this policy.

- *Cheating:* A form of misrepresentation of one's work.
- *Facilitating dishonesty:* Assisting another to perform an act of academic dishonesty.
- *Fabrication:* The forgery or invention of information or citation in an academic exercise.
- *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."

There are two types of violations, Level I (minor) and Level II (major), which are detailed as follows.

Level I (Minor) Academic Integrity Violations

Level I academic violations typically occur as a result of students not familiarizing themselves with assignment or course requirements. As such, Level I violations are handled at the program level and can be treated as a formative process. The goal is to clarify expectations and remediate the student's behavior. Examples include but are not limited to the following:

- *Cheating*
    - Not following the academic integrity protocols of online proctoring systems or lockdown browsers.
    - Inadvertently collaborating on an assignment when not authorized.
- *Plagiarizing*
    - Forgetting a citation or leaving a reference off a reference list.
    - Failure to cite or acknowledge a source in a small or limited part of a paper.
    - Quoting directly 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.

Level I Sanctions

Grading sanctions to address Level I academic integrity violations are at the discretion of the course instructor and Program Director and could include one or more of the following sanctions:

- Resubmission of the assignment.
- A zero grade for an assignment (assignment's total weight should not exceed 10% of course grade).
- An additional remediation assignment.
- Reduction of a grade per course syllabus.

Students may appeal minor violation sanctions in accordance with the following process:

The student may submit an appeal in writing to the lead faculty member within seven calendar days of the student receiving notification of the sanction. If the student is not satisfied with the faculty member's resolution of the issue, the student has the right to appeal the issue in writing to the Program Director within five business days after the

faculty member's decision. After hearing the issue and consulting with the faculty member, the Program Director renders a final decision within three business days. Once a final decision has been rendered by the Program Director, there is no further opportunity for appeal.

Level II (Major) Academic Integrity Violations

Level II academic integrity violations are serious in nature and typically occur because of intentional academic dishonesty, misrepresentation, or egregious cheating behaviors. Examples include but are not limited to the following:

- *Cheating*
    - Submitting another's work as one's own, including material purchased from a website or individual.
    - Copying another's exam or assignment.
    - Using books, notes, or other unauthorized aids during an exam.
    - Giving or receiving information about the content of an exam.
    - Stealing, distributing, or using a copy of an exam or answer key.
    - Subverting the academic integrity protocols of online proctoring systems or lockdown browsers.
    - Using unauthorized technology during an exam.
    - Removing posted or reserved instructional material, or otherwise preventing access to it.
    - Using illegal or unethical means of acquiring information.
- *Facilitating dishonesty*
    - Allowing someone else to submit your work as their own.
    - Enabling someone to copy any portion of an exam or assignment.
    - Allowing someone other than the appropriate student taking an exam.
    - Misuse or falsification of a required proctor or proctoring system.
- *Fabrication*
    - Using false results in a research study.
    - Fabricating a resource for a reference list.
    - Using technology to alter the data presented (e.g., downloading a test result and altering the grade).

- *Plagiarizing*
    - Plagiarizing a substantial amount of text in an assignment or assessment.
    - Submitting the work of someone else as one's own.
    - Submitting work created by artificial intelligence (i.e., AI-related tools such as ChatGPT) as your own.
    - Inventing material (including citing artificial sources).
    - Taking material from outside sources (web-based, online journals, text, AI tools, etc.) and not citing them appropriately.
- *Repeated Violations of Academic Dishonesty*
    - More than one academic integrity violation at any level (Level I or II).

Level II Sanctions

Grading sanctions to address Level II academic integrity violations are at the discretion of the course instructor and Program Director and could include one or more of the following sanctions:

- Resubmission of the assignment.
- A zero grade for an assignment with no chance of a resubmission.
- An additional remediation assignment.
- Reduction of a grade per course syllabus.

Note: The student should also be referred to the Professional Misconduct Committee (PMC) for potential sanctions as outlined in the Professional Misconduct Policy. Additional sanctions from the PMC could include suspension or dismissal from the University.

Academic Terms and Subterms

The University operates on a 15-week trimester academic calendar with each term beginning the first part of January, May, and September. Courses may be scheduled for the entire 15-week term or in one of three subterm pairings offered within the framework of the larger 15-week trimester, as shown in the chart below.

In each course, the amount of academic engagement, course content, and expected learning outcomes are reflected in the number of credit hours assigned to that course; therefore, while the same course may be offered in both a full-term and subterm format, the courses require the same amount of academic engagement, course content, and

expected learning outcomes from the student. Refer to the Credit Hour Policy for credit hour definitions.

Term	Number of Weeks	Number of Days	Term Start Day	Term End Day
Full Term (Term A)	15	104	Monday	Saturday
Subterm B	12	83	Monday	Saturday
Subterm C	10	69	Monday	Saturday
Subterm D	7 wks + 2 days	51	Monday	Tuesday
Subterm E	7 wks + 2 days	51	Friday	Saturday
Subterm F	5	34	Monday	Saturday
Subterm G	3	20	Monday	Saturday
Note: If a Monday start date coincides with a holiday, the term typically begins on the following day. Specific start dates for each term can be found in the Academic Calendar.				

Credit Hour Policy

Credit Hour Definitions

It is the policy of USAHS to establish credit hour definitions and policies for calculation in alignment with US Department of Education (DoE) regulations and WASC Senior College and University Commission (WSCUC) standards. The University uses the federal definition of credit hour as the starting point for the institutional definition.

An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than the following:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks; or
- At least an equivalent amount of work, as described above, for other academic activities as established by the institution, including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit.

Further, the federal definition of a contact hour is 50–60 minutes, which provides institutions the opportunity to define different contact hour types within that range. It is

also important to note that for graduate courses, the expectation for out of class, self-directed study time will likely exceed the federal minimums.

USAHS Contact Hour Definitions

Although USAHS follows the 15-contact hour (minimum 750 minutes) per credit rule, which represents the minimum formalized instruction requirement per semester/trimester credit hour awarded, it is common for health profession programs to require more contact hours in clinical experiences than the minimum DoE standard. As such, academic programs have the latitude to declare a higher number of required contact hours per credit awarded for clinical experiences as approved by the curriculum committee.

- Academic/Instructional Contact Hour = 50 minutes
    - 1 credit hour equates to 15 academic/instructional hours (750 minutes) with an expectation that the student engages in at least twice that amount of time (1,500 minutes) in self-directed course preparatory time.
- Clinical/Practicum/Fieldwork Contact Hour = 60 minutes
    - 1 credit hour equates to a minimum of 45 contact hours (2,700 minutes). Experience may or may not require students to engage in additional self-directed course preparatory time.

At USAHS, the proportion of faculty contact/instructional time versus self-directed course preparatory time depends on the course type, and the Credit Hour Policy applies to all courses at all levels that award academic credit regardless of the mode of delivery, including but not limited to self-paced, modular, online, hybrid lecture, research, and clinical laboratory instruction.

Academic units are responsible for ensuring that credit hours are awarded only for work that meets the minimum requirements put forth by the DoE. See the Contact Hours Per Credit Hour Conversion table below for program-specific contact hours per credit hour award.

Contact Hours Per Credit Hour Conversion						
	Number of Contact Hours per Credit Hour by Course Type					
	Lecture Courses	Lab Courses	Seminar, Special Topics, and Independent Study Courses	Thesis and Dissertation Courses	Non-Clinical Internships/ Practicum Courses	Clinical/Patient Care Experiences
University Minimum Requirement	15	30	15	45	45	45
Nursing	15	30	15	N/A	N/A	Variable; see Clinical Education Handbook.
Occupational Therapy	15	30 or 45	15	N/A	N/A	45*
Physical Therapy	15	30	15	N/A	N/A	45
Speech-Language Pathology	15	45	N/A	N/A	N/A	Variable for clinical practicum placements; see Clinical Education Handbook.
Note: Each academic program aligns with the University's minimum requirement of contact hours per credit hour unless the program requires more engagement as specified above. The number of contact hours indicated for each course type equals one credit hour. * Level II: 12 weeks of full-time experience; Capstone Experience: 14 weeks of full-time experience.						

The Attendance and Academic Engagement Policy further defines the academic activities that may compose a credit hour.

Credit Award Increments

Credit may be awarded only in whole credit integers/increments utilizing the following rounding guidelines:

Trimester Credit Fraction	Trimester Credit Rounding Guidelines
.001 through .794	Round to 0
.795 through .999	Round to 1.0

Designation of Enrollment Status

A full-time academic course load during Fall, Spring, and Summer trimesters ranges from a minimum of 6 credits up to 20 credits depending on the program and delivery format.

Program Level	Program	Full Time	Half Time	Less than Half Time
College of Rehabilitative Sciences				
Entry-Level	Master of Science in Speech-Language Pathology (MS-SLP)	7 or more credits	4–6 credits	3 or fewer credits
Entry-Level	Master of Occupational Therapy (MOT)	12 or more credits	6–11 credits	5 or fewer credits
Entry-Level	Flex Master of Occupational Therapy (MOT)	7 or more credits	4–6 credits	3 or fewer credits
Entry-Level	Hybrid Immersion Master of Occupational Therapy (MOT)	12 or more credits	6–11 credits	5 or fewer credits
Entry-Level	Doctor of Occupational Therapy (OTD)	12 or more credits	6–11 credits	5 or fewer credits
Entry-Level	Flex Doctor of Occupational Therapy (OTD)	7 or more credits	4–6 credits	3 or fewer credits
Post-Professional	Post-Professional Doctor of Occupational Therapy (PPOTD)	6 or more credits	3–5 credits	2 or fewer credits
Entry-Level	Doctor of Physical Therapy (DPT)	12 or more credits	6–11 credits	5 or fewer credits
Entry-Level	Flex Doctor of Physical Therapy (DPT)	7 or more credits	4–6 credits	3 or fewer credits
Post-Professional	Transitional Doctor of Physical Therapy (tDPT)*	6 or more credits	3–5 credits	2 or fewer credits
College of Health Sciences				
Post-Professional	Master of Health Administration (MHA)*	6 or more credits	3–5 credits	2 or fewer credits
Post-Professional	Master of Health Science (MHS)*	6 or more credits	3–5 credits	2 or fewer credits

Post-Professional	Doctor of Education (EdD)	6 or more credits	3–5 credits	2 or fewer credits
Post-Professional	Graduate Certificate-Executive Leadership	6 or more credits	3–5 credits	2 or fewer credits
Post-Professional	Graduate Certificate-Business Intelligence	6 or more credits	3–5 credits	2 or fewer credits
Post-Professional	Graduate Certificate-Interprofessional Education	6 or more credits	3–5 credits	2 or fewer credits
School of Nursing				
Post-Professional	RN-Master of Science in Nursing (RN-MSN)	6 or more credits	3–5 credits	2 or fewer credits
Post-Professional	Master of Science in Nursing (MSN)	6 or more credits	3–5 credits	2 or fewer credits
Post-Professional	Doctor of Nursing Practice	6 or more credits	3–5 credits	2 or fewer credits
Post-Professional	PG Nursing Certificate-Family Nurse Practitioner	6 or more credits	3–5 credits	2 or fewer credits
Post-Professional	PG Nursing Certificate-Psychiatric Mental Health Nurse Practitioner	6 or more credits	3–5 credits	2 or fewer credits
Post-Professional	PG Nursing Certificate-Nurse Educator*	6 or more credits	3–5 credits	2 or fewer credits
Post-Professional	PG Nursing Certificate-Nurse Executive	6 or more credits	3–5 credits	2 or fewer credits

* These programs are not currently enrolling new students.

Transfer Credit Policy—All Programs

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

Transfer of Credits from Another Accredited Institution

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

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

- Approved external and alternative transfer credit is not included in the calculation of the University GPA. Internal transfer credit can be included in program GPA calculations if the courses are in the same college or are otherwise allowed based on institutional policy.
- All transfer credits are considered as both attempted and completed when calculating the pace rate and maximum timeframe.

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

Process for Transferring Credits

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

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

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

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

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

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

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

Process for Internal Transfer of Credits

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

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

- The Registrar notifies the student whether the request for transfer credit is approved or denied and posts any approved transferred credit to the permanent academic record at that time.
- Students receiving transfer credit from one USAHS program to another are not charged the transfer credit review fee.

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

Advanced Course Standing by Examination (MOT, OTD)

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

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

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

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

- The student obtains a request form for Approval of Advanced Course Standing by Examination found on the MyUSA portal, Student Services tab, Forms link and submits it to the respective Program Director with appropriate documentation.
- Requests for approval of Advanced Course Standing by Examination must be submitted at least two months before the start of classes for the trimester.

- In consultation with course instructors, the Program Director reviews the request. If approved, the Program Director notifies the Registrar and a test date and time is set for each challenge exam. If the Program Director, in consultation with 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 notifies the student of the results of the challenge exam and, if passed, posts 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 gives credit for experiences that meet the learning outcomes of programs. By having this work evaluated, the student has an opportunity to gain credit for learning through work and life experiences.

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

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

University faculty evaluate PLA portfolios based on a published rubric. Faculty PLA decisions are final.

Requirements

PLA credit reviews require a qualifying essay and a professional portfolio:

1. *Qualifying Essay*: Specific course learning outcomes (CLOs) are enumerated and supporting essay responses for each clearly articulate how the candidate meets those outcomes with supporting artifacts culminating in a Professional Portfolio.
2. *Professional Portfolio*: Supporting experiential documentation with artifacts/evidence as follows:
    a. Higher education teaching experience (e.g., syllabus, contract, supervisory affidavit, CV/resume, etc.)
    b. Higher education course development/revision experience (e.g., syllabus, contract, supervisory affidavit, CV/resume, etc.)
    c. Professional continuing education (e.g., 24 contact hours minimum/certificate, content development/professional speaking or delivery, brochures, supervisory affidavit, CV/resume, etc.)
    d. Clinical practice (e.g., one year of FTE experience per credit hour minimum, contract, CV/resume, supervisory affidavit, etc.)
    e. Professional organization/association leadership (e.g., one-year experience/credit hour minimum, membership number, contract, CV/resume, supervisory affidavit, etc.)
    f. Professional publication (e.g., book, book chapter, peer-reviewed journal article, conference presentation/publication, CV/resume, supervisory affidavit, etc.)
    g. Other (specific to the CLOs such as certifications, military experience, post-doctoral fellowships, grants, research, and many others that are professionally related)

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

Evaluation

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

1. *Competent:* The candidate provides sufficient artifacts with relevant and specific detail in the Professional Portfolio and an appropriate qualification essay as

evidence of learning to support PLA credit competency/equivalency based on the course learning outcomes and credit hour workload.

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

PLA Credit Decisions

Only faculty evaluation scores of *Competent* for both requirements (Qualifying Essay and Professional Portfolio) are eligible for PLA credit. If either of the requirements (Qualifying Essay or Professional Portfolio) are evaluated as "Needs Improvement," the student may resubmit with additional support/detail for reevaluation of PLA credit. If either of the requirements (Qualifying Essay or Professional Portfolio) are evaluated "Unsatisfactory/Not Present," the student is denied the PLA credit.

Note: Credit is applied in full 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 is 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. The student and Program Director discuss which courses the prior learning will be assessed against for credit.
2. The student submits all required documents to the Program Director.
3. Program Director assigns faculty to review the PLA materials.
4. Faculty assess work and provide a full evaluation of the materials submitted. A successful submission must receive a "competent" score in all areas. Faculty communicate their recommendation to the Program Director.

5. The Program Director completes the PLA form, including the fee amount, and emails the completed form and supporting documentation to the Registrar.
6. The Registrar posts the PLA to the student's official transcript.
7. The Registrar sends an email notification to the student once the PLA credit has been posted. The Bursar's Office and the student's academic advisor are included in the email. In the email notification, the student is directed to contact the Bursar's Office at bursar@usa.edu to make the PLA fee payment.
8. The Bursar bills 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.

Course Schedule and Syllabus

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

Attendance and Academic Engagement

To attend and participate in either in-person or online classes, the student must be officially registered for or officially auditing the course.

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

Students who do not participate in academic engagement for more than 14 consecutive calendar days are subject to program withdrawal.

In-Person Attendance

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

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

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

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

Online Attendance

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

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

If enrolled in a course that is purely online (i.e., no face-to-face lab associated with it and offered in an asynchronous format), a student may be moving through the coursework with a cohort group. This means the student and fellow classmates have weekly attendance requirements and assignments due. Students should 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.

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

Clinical/Fieldwork Attendance

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

Absences

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

- *Excused Absences*
    - Excused absences include but may not be limited to the following:
        - Illness (after three days must be supported by practitioner's note)
        - Attendance at a professional conference approved by the Program Director
        - Attendance at special services for a member of immediate family (spouse; parent; child; sibling; spouse's parent, child, or sibling; child's spouse; grandparents, or grandchildren)
- *Unexcused Absences*
    - Unexcused absences are considered to be unprofessional behavior. With any unexcused absence, students forfeit the right to review with the instructor all or any part of the material, including test reviews, covered during that class or lab session. A first offense results 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 results 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 syllabus.

- *Tardiness*
    - Tardiness is considered to be unprofessional behavior. It is expected that if a student is tardy for any class, the student apologizes to the instructor immediately after that class. If a student is tardy twice, the student receives a warning letter with a copy of that letter placed in his or her record. After the second time, each subsequent event results 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 Absences*
    - Because of the amount of material covered in each lab session, absences from even two hours of any lab session can be very detrimental to the understanding and application of the course material and the course grade. Students are strongly encouraged not to miss any portion of any lab. If a student has unexcused absences totaling more than 20.00% of the total lab hours in a course, the student is withdrawn from the course. In the 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*
    - *S*tudents should refer to the Clinical Education Handbook.

Additional Requirements for Flex and Hybrid Immersion Programs

- *Excused Absences*
    - *Planned absences must be approved in advance by the applicable Flex or Hybrid Immersion Program Director.*
    - In the event of an occurrence or emergency that necessitates missing any part of the Flex weekend lab time or Hybrid Immersion lab time, the procedure is as follows:
        - The first contact should be to the Program Director. If the Program Director gives the approval to proceed, the student next contacts the course faculty instructor to request an excused absence. If the course faculty instructor approves, the student must then contact the lab instructor to request approval for the excused absence. If all three (Program Director, faculty instructor, and lab instructor) agree, the student is granted an excused absence. Failure to

follow this sequence results 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*
    - Students are expected to make travel arrangements that permit them to attend all scheduled Flex weekend or Hybrid Immersion lab sessions in their entirety. 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.
    - 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.

Professional Conference Attendance

The University is committed to the professional development of its students. All DPT, MOT, OTD, and MS-SLP students are required to attend a minimum of two full days of one professional conference or one full day of two professional conferences during their program enrollment. Professional conferences may include state or national meetings or other meetings as approved by the Program Director. Students should contact their Program Director for complete information regarding the program's requirements and forms for professional conference attendance.

Examination and Proctoring

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

In-Person Exams

- The course syllabus provides specific information on exam timing and proctoring.
- Any student who wishes to leave the exam room after the start of the exam must turn in their exam and is not permitted to reenter unless there are extenuating circumstances.

- No electronic devices are allowed in any testing environment unless authorized by the lead instructor. Students are not permitted to use or have within reach any electronic device, including cell phones, smartwatches, and the like. Electronic devices stored in student belongings should be silenced or turned off.

Online Exams

- Online exams are proctored. This may include the use of the student's webcam and/or a lockdown browser that disables all windows other than the exam window.
- Should a student leave the exam window or a breach is identified during the monitoring, the exam is closed and cannot be reopened unless the student can verify in writing that there was an interruption in online service.
- The testing room is visually scanned via each student's webcam. No materials, paper, additional computers, electronic devices, cell phones, smartwatches, and the like are allowed in the testing room unless previously designated by the faculty and noted on the proctoring form.
- All proctoring services/programs provide a post-exam report, which includes any incidents that may have occurred. Post-exam reports and full video of each session are available to faculty immediately after the exam so that any incident flags can be thoroughly investigated.
- The exam window is open only during the scheduled time period.
- The course syllabus provides specific information on exam timing and proctoring.

Practical Exams and Skills Check Assessments

- Practical examinations and skills checks require students to meet both safety and performance outcomes/competencies.
- The course syllabus provides information regarding practical examination and skills checks requirements, timing, and grading practices.

Makeup Exams

- The course syllabus provides specific information regarding makeup examinations.
- Students must notify the faculty member prior to missing an exam.

- Absences from an exam because of a medical condition or nonmedical circumstance may be adjudicated by the faculty member(s) responsible for the course. Faculty may require documentation for the absence.

Exam Reviews

Students are strongly encouraged to meet with faculty members to review their performance on graded work (including, but not limited to, exams, assignments, tests, quizzes, practicals).

Comprehensive Exams

All students in programs requiring comprehensive exams must pass the exam(s). These exams are designed to test the retention and integration of the respective program curriculum.

Licensure and Certification Requirements

USAHS does not control licensure and/or certification requirements or exams for any profession or in any state. It is the student's responsibility to validate eligibility to sit for licensure and/or certification exams in the state in which the student intends to practice. Students may contact their faculty advisor or Program Director for information on program licensure and/or certification requirements.

Grading

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

Letter 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

Additional traditional grades for which credit and quality points are not included in GPA calculations are as follows:

P	Pass	**AU**	Audit
F	Fail	**NG**	No Grade Assigned
W	Withdraw	**CP**	Pass (CEU courses only)
WA	Withdraw Administratively	**CW**	Withdraw (CEU courses only)
WL	Withdraw Leave of Absence		

The grade of W (Withdraw) is used to denote that a student withdrew from a course after the University's add/drop period. To withdraw from a course, see the Course Withdrawal policy.

The grade of WL (Leave of Absence Withdraw) denotes that a student took an approved Leave of Absence after the end of the add/drop period. The University withdraws the student from the courses, and the student receives grades of WL on the transcript for those courses.

The grade of WA (Withdraw Administratively) denotes that the University administratively withdrew a student from a course when a previously assigned In-Progress (IP) grade couldn't be successfully resolved and the student does not deserve a failing grade. See IP grading policies for additional details.

The grade of NG (No Grade Assigned) is a special grade type limited to specific instances when a student is unable to complete a clinical experience/fieldwork/practicum/rotation and the withdrawal date has already passed, but the Program Director determines that the student receives an NG due to extenuating circumstances. It is also used in instances when a student does not meet the deliverables for a dissertation course as outlined in the Dissertation Handbook. Generally, students are limited to four NG grades per course and a maximum of eight in total. See additional details regarding NG assignment and limits for dissertation courses.

Refer to the Repetition of a Course Policy for more information about university practices to repeat a course.

Temporary Grades

Temporary grades that are not used when calculating GPAs include the following:

I	Incomplete
IP	In Progress
NR	Grade Not Reported

Incomplete (I) and In-Progress (IP) Grades

Faculty may award the temporary grade of Incomplete (I) or In-Progress (IP) in instances when a student is experiencing extenuating circumstances beyond their control that prevents the student from completing course requirements before the end of the registered term. In no instance may an Incomplete (I) or In-Progress (IP) grade be assigned because a student has simply failed to complete the course or as a means of raising the student's grade by doing additional work after the grade report time.

Students are cautioned about the potential consequences of an Incomplete (I) and/or In-Progress (IP) grade assignment on future registrations and financial aid eligibility. Students who receive an Incomplete (I) or In-progress (IP) grade in courses that serve as a prerequisite for other courses in subsequent terms are subject to having those courses dropped from their registration unless the student successfully completes the course and a final grade is submitted prior to the conclusion of the add/drop period for the applicable term or an exception to policy is granted in consultation with the Program Director. Incomplete (I) and In-Progress (IP) grade types are not considered as credits completed and can affect a student's Satisfactory Academic Progress (SAP) status for financial aid eligibility. Incomplete (I) and In-Progress (IP) grades are not included in the GPA calculation and are considered a noncompletion of attempted coursework until the grade is replaced with a permanent grade and SAP can be reevaluated. The awarding of an Incomplete (I) or In-Progress (IP) grade type does not preclude a student from potential academic warning or dismissal should their completed coursework GPA result in such action.

Qualifiers and expectations regarding the assignment of Incomplete (I) and/or In-Progress (IP) temporary grades are outlined below.

Incomplete (I) Grade

The standard Incomplete (I) grade may be used for extenuating student-related circumstances, as deemed acceptable by the instructor, that prevent the student from completing required course work before the end of the term. Students must have successfully completed the majority (typically ≥70%) of required course assignments with a grade of C or higher to be eligible for an Incomplete grade. Faculty assign Incomplete grades during final grade submission.

Students must make a request for an Incomplete grade in writing to the instructor prior to the last day of class. Students who fail to make the request in writing or who have not completed the majority of the course, receive the grade earned in the course for completed coursework (any remaining gradable items not submitted are given a grade of zero and calculated into the final grade).

Instructors who agree to award an Incomplete (I) grade must affirm that the student has successfully completed the majority (typically ≥70%) of the required coursework and document which outstanding assignments still need to be completed on an Incomplete Grade Agreement form. The student, instructor, and Program Director must complete and sign the form, and it must be submitted to the Registrar's Office for processing by the end of the add/drop period in the term immediately following the Incomplete grade assignment. If the Incomplete Grade Agreement form is not received by the deadline, the Incomplete (I) grade is changed to an F (failing) grade.

Incomplete (I) grades must be resolved no later than the term immediately following the term in which the original Incomplete grade is awarded; however, faculty may assign a more aggressive deadline for the completion of the incomplete coursework as appropriate. If the instructor identifies an earlier deadline date for completion, that date is documented on the Incomplete Grade Agreement form and the instructor commits to providing a grade change form to the Registrar's Office within two weeks of course completion. If the instructor elects to allow the student the full term to resolve the Incomplete (I) grade, the student must complete and submit all required coursework to the instructor by Monday of the final week of class in the following term, and the instructor must submit the grade change form to the Registrar's Office by the last day of the term.

Students who do not complete the required work and have the instructor submit the grade change form within the required timeframe receive an F (failing) grade. If, upon completion of the required work, the student is assigned a grade of D or F from the I, appropriate action is then taken under the applicable academic standing policy (Entry-Level programs; Post-Professional programs).

In the rare instance when a student elects to completely withdraw from a program and the student has unresolved Incomplete grades on their transcript, the University assigns the appropriate permanent grade dependent on the date the original Incomplete (I) grade is awarded. If the original I grade is awarded prior to the withdrawal date for that term, the I grade is changed to W. If the original I grade is awarded after the withdrawal date for that term, the student receives the grade earned with all outstanding assignments calculated as zeros.

Exceptions to the one-term resolution period for Incompletes may be given in instances when the program does not offer the course in the next immediate term. Exceptions to the one-term deadline must be approved and documented through the standard exception to academic policy process. Extension periods may not exceed one calendar year from the time the original Incomplete grade is assigned.

In-Progress (IP) Grade

Faculty may use the temporary grade of In-Progress (IP) in instances when a final grade cannot be submitted due to extenuating university-related circumstances that necessitate an extension of time for course completion and/or final grade submission. Examples of such circumstances include but are not limited to: (1) A clinical education partner who contributes to student final grade assessment does not provide needed information in time for the instructor to submit a grade by the advertised deadline; (2) the course instructor is seriously ill or passes away before the course ends and grades are due; (3) USAHS experiences a systems failure that prevents students from submitting required assignments and/or faculty from submitting grades by the deadline.

In-Progress (IP) grades are expected to be resolved as quickly as possible and no later than the term immediately following the term in which the original IP grade is awarded. The IP grade is not a grade type available for instructors to award during the final grade submission process but instead requires a request (with appropriate rational) from the Program Director to the Registrar's Office for recording on the student's record. An Incomplete Grade Agreement form for each student in receipt of an IP grade is not necessary unless deemed appropriate by the instructor and/or Program Director. When final grades are ready to be recorded, the Program Director and/or delegate is given access to assign the final grade directly into the student record system (e.g., Jenzabar) as a grade change.

If the student is assigned a grade of D or F from the IP, appropriate action is then taken under the applicable academic standing policy (Entry-Level programs; Post-Professional programs).

A degree cannot be awarded to a student with an Incomplete (I) or In-Progress (IP) course grade on record. All Incomplete (I) and In-Progress (IP) grades for students pending graduation must be resolved before the student's published degree conferral date.

Grade Not Reported (NR)

In the occasional instance when a faculty member does not submit the final grade in time for the Registrar's Office to process the final grade, an NR grade is automatically assigned. The NR grade is a temporary grade that is not included in GPA calculations and requires the instructor to submit a grade change form to update the student record.

Grade Changes

A grade change may occur for a variety of reasons throughout a student's program of study. Common reasons for grade changes include to update a temporary grade (e.g., an Incomplete grade) or a successful grade appeal or to correct a calculation or data entry error.

The lead course instructor holds responsibility for academic evaluation of individual courses. A student may appeal a final grade received for a course within the first five calendar days after the last day of the term or subterm. The student must request the grade change appeal by email to the lead course instructor and the Program Director.*

The lead course instructor or the Program Director must submit a grade change form for a successful grade appeal within the first four weeks of the subsequent term. This timeline is truncated for grade changes to subterm courses, and the grade change form must be submitted within two days when a student's progression to a subterm course is affected. Upon the Program Director's approval, the Registrar records the corrected grade in the student's academic record and the revised grade can be viewed by the student on the MyUSA portal, My Info tab.

* When the Program Director is also the lead instructor in a course, the student should include the next level academic leader (usually the Associate Dean or Assistant Dean) who must then also approve the Grade Change Form.

Programs' Additional Grading Criteria

DPT

Written Exams

The unweighted average scores of all written/non-practical exams must be 70% or greater to pass the course. The unweighted average is not rounded to the nearest whole number. Students who earn an unweighted average of less than 70% receive either a D or F in the course depending on scores from the graded assignments/assessments in the course.

Practical Exams and Skills Check Assessments

- 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.

- Students may retake a failed practical or skills check a limited number of times.
- Students who do not pass a practical exam retake or skills check retake can receive a grade no higher than a D in the course.

The course syllabus provides specific information on examinations, assessments, and grading criteria for the course.

MOT, OTD

- 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 Policy

Clinical Practicum I-V contain assessments for coursework (including course and residency assignments) and clinical experiences (e.g., Simucase, Pro Bono Clinic, Externships, Residency). Both coursework and clinical experiences each require a minimum of 80% competency to pass a clinical course. Further, a cumulative grade of at least 80% competency is required for the coursework, and a cumulative grade of at least 80% competency is required for the clinical experiences that lead to gaining clinical hours and competencies.

Clinical Grading Criteria

The SLP Academic & Clinical Handbook details the requirements for meeting the competencies and successfully completing each clinical practicum course. Students who must repeat a course are subject to all policies and procedures delineated in the Catalog/Handbook, including but not limited to the Satisfactory Academic Progress policy and the Repeating a Course policy.

In addition to the policies in the Catalog/Handbook, students should review and ensure they fully understand the requirements and criteria in the SLP Academic & Clinical Handbook, which is available to students by logging in to the MyUSA student portal and going to MyUSA, Academics tab, MS-SLP section, then Handbooks.

EdD

- Dissertation Courses (EDF 7871 Dissertation I, EDF 7872 Dissertation II, or EDF 7873 Dissertation III courses):
    - Students must meet the deliverables to achieve academic success for the course sequence (DIS I, DIS II, and DIS III) that they are currently enrolled in in order to matriculate to the next DIS sequencing course.
    - The student's dissertation chair is responsible for making a holistic assessment of the student's progress and determine the final grade for the term. The grade determination may be in consultation with the committee member(s), Program Director, and Contributing Faculty (Doctoral Advisor for the course).
    - If the student is showing progress and is meeting the deliverables listed in the Dissertation Handbook for the dissertation course they are enrolled in, then the student receives the highest academic achievement grade and moves onto the next dissertation course in the sequence.
    - If the student is not making progress or is not meeting the deliverables listed in the Dissertation Handbook for the course they are enrolled in, then the student receives an NG (No Grade) and must reenroll in the same course. If the student is making progress, then the highest academic achievement grade is given.
    - The University allows a maximum of eight NG grades total and a maximum of four NGs in any single dissertation course. If the deliverables are not met but the student is progressing, the student receives a no grade (NG) and reenrolls in the course. The student has up to five attempts at the course. On the fifth attempt, the grade is assessed.
    - For each NG grade assigned that requires reenrollment in the dissertation course, the student incurs tuition and fees for that attempted course.
    - An Incomplete grade (I) can be assigned when progress is delayed for issues outside the student's control or due to extenuating circumstances and must be approved by the Program Director. If the student is granted an Incomplete, then the student must work with their committee on developing a plan on how to meet the missing deliverables. If the student does not meet the deliverables during the 15-week term, the student is assigned a letter grade, as per the University policy.
    - Students must complete all EdD program requirements within the program's established expected completion time or maximum completion time if granted an extension.

Extra Credit

As a graduate-level institution preparing healthcare professionals, the University is opposed to faculty offering extra credit or bonus points in courses. A student's grades should accurately reflect their performance on the criteria determined by faculty as demonstrating student achievement of the course learning outcomes. Awarding extra credit/bonus points may imply that points/grades are more important than learning and can create inequities between students and courses across campuses and delivery methods.

Rounding of Grades

No grades are rounded other than the final course grade.

If the final grade percentage is not a whole number, the percentage will be rounded to the nearest whole number.

- When a number is .50 or greater, the score is rounded to the next highest whole number (e.g., 79.50 = 80%).
- When the number is .49 or less, the score is rounded to the next lowest whole number (e.g., 84.49 = 84%).

Midcourse and Final Grade Submission

USAHS is committed to student retention and success and to providing the information necessary to enable students to manage their academic progress. The submission of midcourse grades is directed at assisting students in effectively assessing their progress and meeting their academic goals.

Faculty are responsible for assigning early and varied assessments of academic performance sufficient to determine a midcourse grade. The University requires faculty to enter midcourse grades for all students in all scheduled courses lasting four weeks or longer and in which more than one student is enrolled. Midcourse grades are advisory and are not recorded on the student's official transcript. Students who have earned grades of C or below at the midpoint of the course receive notice that a plan is needed to improve their academic performance. Midcourse grades provide a snapshot for the student and faculty to understand the student's progress and identify where additional emphasis may be needed—the grade is not indicative of whether a student will pass or fail the course.

Lead instructors are responsible for submitting midcourse and final grades electronically prior to the deadlines advertised in the Academic Calendar. Generally, the University

expects faculty to submit midcourse grades (e.g., week 4 for 7-week courses; week 7 for 15-week courses) and final grades no later than 48 hours after the midpoint of the course or course end date as defined by the dates provided in the Academic Calendar.

Repeating a Course

Students who receive a D in any course required for graduation (or an F in instances of readmission), must repeat that course in its entirety. If no schedule conflicts exist and all prerequisite conditions are met, students can take additional courses in the same term up to a maximum of 12 credit hours (Residential and Hybrid Immersion programs) and 8 credit hours (Flex programs). Students enrolled in programs with a single-term intake that require mandatory deceleration (fall back to the next cohort/repeat the year) as a result of D or F grades are enrolled in the number of credits required by the program, which could exceed the 12-credit hour standard limitation.

Students may elect to repeat didactic (i.e., nonclinical) courses previously passed with a grade of C+, C, C- for the purpose of improving their content knowledge and cumulative grade point average (GPA). In this instance, students can optionally repeat a maximum of three different courses and can repeat any single course only once (excluding dissertation courses). Special Topic courses are not eligible to be optionally repeated. Additionally, a student who engages in required repeated courses in the same term in which they wish to engage in optional repeated courses may take a maximum course load of 12 credit hours (Residential and Hybrid Immersion programs) and 8 credit hours (Flex programs).

For registration purposes, if a required/optional repeat course is posted to the student's alternative schedule, the registrar staff automatically registers the student for the applicable courses. If not, then the student must submit a Course Add form with the desired repeated course identified. Once approved by the student's advisor, the course is then added to the student's schedule. That form must include the signature of the student, student's advisor, and Program Director.

Credit hours for repeated courses are counted only once in the number of credit hours earned toward a degree or certificate. The University uses the highest (best) grade earned in the course to calculate the student's cumulative GPA; however, the grade from each course attempt appears on the student's transcript. Withdrawal grades (W) count as an attempt, but a previously earned grade may not be replaced with a W or AU. Use of the repeat policy for grades earned in a prior semester does not affect the academic standing for that semester.

Students who take a leave of absence, incurring grades of WL, are registered in the same courses upon return from leave (providing those courses are offered).

Students who choose to repeat courses in which they earned a C or better are subject to the time parameters of satisfactory academic progress for their program as well as course availability and capacity limits at the discretion of the Program Director.

A student is not entitled to repeat a course that is no longer offered by the University. Once a student has a conferred degree, the repeat policy may not be used to repeat a course taken prior to degree conferral to improve the cumulative GPA recorded at the time of degree conferral.

Based on federal regulations, which went into effect July 1, 2011, some repeat coursework may be excluded when evaluating a student's credit load as it relates to federal and/or state financial aid eligibility. If not designated as a repeatable course, students may have aid reduced. In general, for financial aid purposes, students can repeat a course for which a passing grade was received one additional time (to improve GPA), with financial aid eligibility. Students may repeat the course after that, but those attempts are not eligible for funding by federal or state financial aid programs.

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 regarding eligibility.

Repeating Courses in the DPT 7-Term or DPT 9-Term Curriculum

In the DPT 7-term and 9-Term plans of study, the courses taken each term and subterm are a prerequisite to the courses that follow in the subsequent subterm and term. Students may not progress in the plan to study or take courses in the next subterm or term until they have successfully completed all preceding courses.

Students who receive any W, D+, D, or F grade in a Subterm D or Subterm E course that occurs in the same term as an Integrated Clinical Lab course must retake both the course from which the student withdrew or was unsuccessful and the corresponding Integrated Clinical Lab course.

- A student who must retake a Subterm D course may continue in the Term A courses in which they are currently enrolled for that trimester with the exception of the Integrated Clinical Lab course. The student cannot progress to the subsequent Subterm E courses occurring in that same trimester until they have passed all Subterm D courses and the Integrated Clinical lab course. In the next term in which the course is offered, the student must repeat the course from which they withdrew or in which they were not successful along with the entirety of the corresponding Integrated Clinical Lab course. If successful when retaking

the courses, the student can then continue the plan of study and progress to the subsequent Subterm E courses.

- A student who withdraws from a Subterm E course may continue in the Term A courses in which they are currently enrolled for that trimester with the exception of the Integrated Clinical Lab course. In the next term in which the course is offered, the student must repeat the course in Subterm E and the entirety of the corresponding Integrated Clinical Lab course. If successful when retaking the courses, the student can then progress to the next trimester of courses.

Important Considerations

- Courses in the program may not be offered every term or subterm. Students who must retake a course before progressing in the program may be required to sit out one or more terms or subterms until the course becomes available.
- In accordance with this policy, students in the DPT 7-term or 9-term curriculum who are repeating a course may also have the option to repeat courses in which the student received a grade of C+ or C in the same term.
- Students who are not able to progress due to repetition of courses may lose financial aid eligibility during the term in which the courses are repeated.

Auditing a Course

Auditing a class is permitted with approval from the Program Director. Auditing 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.

Continuous Enrollment Policy

All degree seeking students are required to maintain continuous enrollment from the time they first enroll in their program until degree completion. Each term, students must either be registered for courses or on an approved, official Leave of Absence (LOA).

Note: Credits that are gained from transfer credits and Prior Learning Assessment do not count toward academic credit and do not meet this requirement. Completion of a Continuing Professional Education Seminar without completion of the online didactic course content does not count toward academic credit.

Students with Incompletes

Students finishing an Incomplete from the previous term are considered in compliance with the Continuous Enrollment Policy. However, once the Incomplete is cleared, students must register for a course(s) when registration opens for the subsequent term. Registration generally opens at the beginning of the month prior to the term start month (e.g., December for the Spring term beginning in January).

Administrative Program Withdrawal

Failure to register for courses or take an official LOA results in an administrative program withdrawal. Official notification of the administrative program withdrawal is sent from the Registrar's Office to the student via the student's university-issued email address. Students on an administrative program withdrawal retain access to their USAHS email account.

Program Reinstatement

Students who receive an administrative program withdrawal for failing to maintain continuous enrollment are eligible to reenroll if readmitted under the Readmission policy.

Holds

Students must clear any holds prior to the end of the add/drop period of the term in order to register for classes. Students failing to clear holds by the end of the add/drop period will not be able to register for classes and will receive an administrative program withdrawal.

Completion of Program Requirements

Requirements for degree completion are based on individual program time limits outlined in the Satisfactory Academic Progress (SAP) policy. An official LOA or readmission after administrative program withdrawal does not extend the time to completion limit of any degree program. All students are expected to complete program requirements within the outlined timeframes listed in the SAP policy for the number of terms attempted.

Satisfactory Academic Progress Policy

To maintain good academic standing, graduate and certificate-seeking students in entry-level and post-professional programs must maintain Satisfactory Academic Progress (SAP) based on federal, state, and institutional requirements, which are consistently applied to all enrolled students regardless of their use of Title IV financial aid. The SAP requirements are reflected below and are evaluated at the end of each trimester once grades are posted.

Good Academic Standing

Students in good academic standing accomplish the following:

1. Maintain the minimum cumulative grade point average (CGPA) requirement for the program.
    a. 2.70 for DPT, MOT, OTD, and MS-SLP.
    b. 3.00 for DNP, EdD, MHA, MHS, MSN, PPOTD, tDPT, and all certificates.
2. Earn a grade of C or better in all courses, to include course repeats.
3. Ensure maximum course withdrawal limits are not exceeded.
    a. Limit of one withdrawal in any single course, regardless of program.
    b. Limit of one course withdrawal total for all certificates requiring 23 or fewer credits for completion.
    c. Limit of two course withdrawals total for DPT, MOT, OTD, MS-SLP, and certificates requiring 24 or more credit hours for completion. Course withdrawals resulting from an officially approved leave of absence are excluded from the maximum withdrawal limit.
    d. Limit of three course withdrawals total for DNP, EdD, MHA, MHS, MSN, PPOTD, and tDPT (see items b and c above for limits in certificate programs). Course withdrawals resulting from an officially approved leave of absence are excluded from the maximum withdrawal limit.
4. Meet the pace requirement by completing a minimum of 67% of cumulative attempted credits. The rate is calculated by dividing the number of completed credits by the number of attempted credits.
5. Complete the program of study within the maximum timeframe, which is 150% of the published program length and measured by the number of terms attempted. See the Maximum Timeframes table below for maximum time allowed for each program of study.

6. When a student on Academic/Financial Aid Probation fails to meet SAP requirements in any subsequent trimester, the student is permanently dismissed from the program, has no right of appeal, and loses Title IV eligibility for Title IV-eligible programs.

Maximum Timeframes (All Degree and Certificate Programs)

The maximum time allowed to complete a degree is 150% of the published length of the program as evaluated by the number of terms attempted. For example: In a program that requires 8 terms to complete, the maximum time allowed would be 12 terms. If at any point it becomes mathematically impossible for the student to complete the program of study within the maximum time allowed, the student becomes ineligible for further Title IV financial aid funds (for Title IV-eligible programs) and may be dismissed from the program. In instances when a student is granted an exception to the policy and allowed to continue in the program beyond the 150%-time limit, the approval is for enrollment purposes only and does not extend to Title IV financial aid funding for Title IV-eligible programs.

Program Level	Program	Program Credit Hours	Cumulative GPA	Expected Time Frame	Maximum Time Frame
Entry-Level	Master of Science in Speech Language Pathology (MS-SLP)	55–58	2.7	5 terms	8 terms
Entry-Level	Master of Occupational Therapy (MOT)	93	2.7	6 terms	9 terms
Entry-Level	Flex Master of Occupational Therapy (Flex MOT)	93	2.7	9 terms	14 terms
Entry-Level	Hybrid Immersion Master of Occupational Therapy (Hybrid Immersion MOT)	93	2.7	6 terms	9 terms
Entry-Level	Doctor of Occupational Therapy (OTD)	117	2.7	8 terms	12 terms
Entry-Level	Flex Doctor of Occupational Therapy Flex (Flex OTD, 11 term)	117	2.7	11 terms	17 terms

Program Level	Program	Program Credit Hours	Cumulative GPA	Expected Time Frame	Maximum Time Frame
Entry-Level	Flex Doctor of Occupational Therapy Flex (Flex OTD, 12 term)	117	2.7	12 terms	18 terms
Entry-Level	Doctor of Physical Therapy (DPT, 8 term)	131	2.7	8 terms	12 terms
Entry-Level	Doctor of Physical Therapy (DPT, 7 term)	110	2.7	7 terms	11 terms
Entry-Level	Flex Doctor of Physical Therapy Flex (Flex DPT, 12 term)	131	2.7	12 terms	18 terms
Entry-Level	Flex Doctor of Physical Therapy Flex (Flex DPT, 9 term)	110	2.7	9 terms	14 terms
Post-Professional	Doctor of Education (EdD)	60	3.0	12 terms	18 terms
Post-Professional	Doctor of Nursing Practice (BSN-DNP)	64	3.0	10 terms	15 terms
Post-Professional	Doctor of Nursing Practice (MSN-DNP)	42–52	3.0	7 terms	11 terms
Post-Professional	Doctor of Nursing Practice, FNP role specialty (BSN-DNP-FNP)	71	3.0	12 terms	18 terms
Post-Professional	Master of Health Administration (MHA)*	37	3.0	6 terms	9 terms
Post-Professional	Master of Health Science (MHS)	36	3.0	6 terms	9 terms
Post-Professional	Master of Science in Nursing, Family Nurse Practitioner Role Specialty (MSN-FNP)	50	3.0	8 terms	12 terms
Post-Professional	Master of Science in Nursing, AGNP Role Specialty*	55	3.0	8 terms	12 terms
Post-Professional	Master of Science in Nursing, PMHNP Role Specialty	55	3.0	9 terms	14 terms

Program Level	Program	Program Credit Hours	Cumulative GPA	Expected Time Frame	Maximum Time Frame
Post-Professional	Master of Science in Nursing, NEd* and NEx Role Specialties	36	3.0	6 terms	9 terms
Post-Professional	Post-Professional Doctor of Occupational Therapy (bachelor's-entry) (PPOTD)	60	3.0	12 terms	18 terms
Post-Professional	Post-Professional Doctor of Occupational Therapy (master's-entry) (PPOTD)	35	3.0	7 terms	11 terms
Post-Professional	Post-Professional Doctor of Occupational Therapy (master's-entry) (PPOTD)	27	3.0	6 terms	9 terms
Post-Professional	Transitional Doctor of Physical Therapy (bachelor's-entry) (tDPT)*	60	3.0	12 terms	18 terms
Post-Professional	Transitional Doctor of Physical Therapy (master's-entry) (tDPT)*	24	3.0	7 terms	11 terms
Post-Professional	PG Certificate-Family Nurse Practitioner (FNP)	31	3.0	5 terms	8 terms
Post-Professional	PG Certificate-Psychiatric Mental Health Nurse Practitioner (MSN/DNP-entry) (PMHNP)	37	3.0	6 terms	9 terms
Post-Professional	PG Certificate-Psychiatric Mental Health Nurse Practitioner (APRN-entry) (PMHNP)	28	3.0	5 terms	8 terms
Post-Professional	RN to Master of Science in Nursing, FNP Role Specialty (RN-MSN-FNP)	59	3.0	10 terms	15 terms
Post-Professional	RN to Master of Science in Nursing, AGNP Role Specialty (RN-MSN-AGNP)*	64	3.0	10 terms	15 terms

Program Level	Program	Program Credit Hours	Cumulative GPA	Expected Time Frame	Maximum Time Frame
Post-Professional	RN to Master of Science in Nursing, PMHNP Role Specialty (RN-MSN-PMHNP)	64	3.0	11 terms	17 terms

* These programs are not currently enrolling new students.

Students should speak with their faculty advisor, student success advisor, or the Registrar's Office if they have any questions about the SAP policy, their academic standing, eligibility to continue in the program and/or reinstatement options. Questions regarding financial aid eligibility should be directed to the Financial Aid Office.

Students who do not meet SAP requirements are ineligible to participate in work-study or student-worker programs.

Evaluation

SAP is evaluated at the end of each trimester by the Registrar's Office and Financial Aid Office.

1. Notifications regarding changes to academic standing and eligibility to continue in the program and any changes to financial aid eligibility are emailed to students by the Registrar's Office.
2. SAP pace requirements include all periods of enrollment, including periods in which the student did not receive financial aid.
3. The SAP calculations are reset for students who complete one program or degree at USAHS and begin a subsequent program or degree in a different division as long as no courses transfer to the new program. The SAP calculation is not reset for students who have earned degrees or certificates "along the way" at USAHS and is calculated on the longest program in which the student is enrolled.

Financial Aid Notice

The Registrar sends a notice to a Title IV financial aid recipient when the recipient fails to meet any of the Academic/Financial Aid SAP standards. Note that all evaluation periods are measured, including ones where the student may not have received financial aid.

Impact of a Student Not Maintaining Good Academic Standing

1. **Automatic Dismissal:** A student is automatically dismissed from the program/University and loses Title IV eligibility when enrolled in a Title IV-eligible program and any one of the requirements in a or b (below) are not met. Academically dismissed students have the right to appeal in most instances. Additional details about the academic appeal process are outlined in the Academic Appeal Policy.
    a. For all entry-level programs (DPT, MOT, OTD, and MS-SLP), a student is automatically dismissed when the student commits any of the following:
        i. Earns a grade of F at any point in the program.
        ii. Earns two or more D+ or D grades in any combination at any point in the program.
        iii. Earns a grade below a C in a repeated course.
        iv. Has more than one withdrawal in the same course.
        v. Accumulates three or more course withdrawals at any point during the duration of the program, excluding those recorded as part of an official leave of absence or program withdrawal.
        vi. Fails to meet SAP standards at any subsequent evaluation point after previously being placed on academic/financial aid warning or academic probation status for the program in which they are currently enrolled.
    b. For post-professional programs (DNP, EdD, MHA, MHS, MSN, PPOTD, tDPT, and all certificates), a student is automatically dismissed when the student commits any of the following:
        i. Earns two grades of F, two grades of D, or a combination of one F or one D throughout the duration of the program.
        ii. Has more than one withdrawal in the same course.
        iii. Earns a grade below a C when repeating a course.
        iv. Accumulates four or more individual course withdrawals at any point during the duration of any degree program, more than two course withdrawals in total for certificates requiring 24 or more credit hours for completion, or more than one course withdrawal in total for certificates requiring 23 or fewer credits for completion, excluding those recording as part of an official leave of absence.

v. Fails to meet SAP standards at any subsequent evaluation point after previously being placed on academic/financial aid warning or academic probation status for the program in which they are currently enrolled

2. **Academic/Financial Aid Warning:** A student is placed on warning for the subsequent trimester when any one of the Good Academic Standing criteria is not met and when the dismissal criteria are also not met at the end of an evaluation period. In addition:
    a. Students who are placed on Academic/Financial Aid Warning are required to meet with their Faculty Advisor to develop an Academic Improvement Plan on how to improve their academic study and mitigate the risk of future dismissal.
    b. Students retain eligibility for Title IV financial aid funding only for the subsequent trimester in which they were placed on Academic/Financial Aid Warning, if otherwise approved for that student and program of study.
3. **Academic/Financial Aid Probation:** A student is placed on probation upon successful appeal of an automatic dismissal. The student is reinstated in the program and Title IV financial aid eligibility is restored for the subsequent trimester of enrollment.
    a. A student can retain Title IV financial aid for only one trimester while on Academic/Financial Aid Probation. Students who do not meet SAP after the probation period lose Title IV financial aid and are permanently dismissed from the program with no right of appeal.
    b. Academic/Financial Aid Probation status remains with the student throughout their enrollment in the program for which the probation initially occurred for internal tracking purposes only and is not reflected on a student's academic transcript.
    c. Students should refer to the appeal section titled Academic Appeal Policy to review the process for appealing an Automatic Dismissal and returning to the program on Academic/Financial Aid Probation status.

Treatment of Certain Grades and Courses in the SAP Calculation

1. **Course Repetitions:** Only those courses repeated successfully with a passing grade (C or above) count toward earned credits; however, all course grades (successful or unsuccessful) count as attempted credits toward the student's

pace or maximum timeframe calculation. Only the highest grade earned is included in the GPA calculation.

2. **Drops:** Courses dropped before the end of the add/drop period (first seven days of the trimester) are not included in the satisfactory progress calculations.
3. **Incompletes:** Incomplete grades count as credits attempted and not completed credits, but they do not impact the GPA.
4. **No Credit:** No credit grades (NG) count as credits attempted and not completed credits, but they do not impact the GPA.
5. **Transfer Credits:** All transfer credits are considered as both attempted and completed when calculating the pace rate and maximum timeframe. Transfer credits earned at external institutions and PLA credits are not calculated in the student's USAHS GPA.
6. **Withdrawals and Leaves of Absence:** Courses dropped by the student after the add/drop period are recorded as WL grades, and courses dropped by the institution due to student non-attendance for 14 or more days are recorded as WA grades, and while both are calculated as attempted but not completed credits, withdrawals do not impact the GPA.

Academic/Financial Aid Appeal Process

The Academic Appeal Policy describes the policy for appealing the 150% program completion pace requirements prior to dismissal and the process for appealing an academic dismissal.

Academic Appeal Policy

Appeal for Extension to 150%-Time Limit for Program Completion Prior to Dismissal

Students who are at risk of not completing their program requirements within the 150%-time limit due to extenuating circumstances may seek an exception to academic policy prior to a notification of dismissal. Students should submit a request for exception in writing to the Program Director. If the Program Director is supportive of the request for exception, it is sent to the Registrar's Office for further action. The Registrar compiles the student's appeal letter, supporting documentation, and relevant information from the student file and provides that information to the Chief Academic Officer (CAO) for review and decision. The Registrar communicates the decision to the student and maintains a copy of all documentation in the student's file. If the CAO approved the request for an

extension, the student pays the prescribed trimester extension fee by the due date upon being billed by the accounting department. If the extension fee is delinquent by two weeks, the student may be dismissed under the standard regulations of the SAP policy. Approved extensions beyond the 150%-time limit for program completion apply to academic status only. Students using federal Title IV funding are not eligible for aid beyond the 150%-time limit.

Appeal of Academic Dismissal

Academic dismissal refers to the involuntary separation of a student's enrollment at the University. Students who have been dismissed may appeal to the Academic Appeals Committee (AAC) to request reinstatement to the University. The process is outlined below.

Appeal to the Academic Appeals Committee (AAC)

The Registrar's Office manages all official communication during the appeals process.

1. **Dismissal Notification**
    - The Registrar sends a dismissal letter to the students' university-issued email address at the conclusion of the term after final grades are posted.
    - The University formally communicates with students using students' USAHS email address, and the University frequently uses email to send important announcements and information. Students are expected to be able to reply and interact in a timely manner.
    - During the appeal period, campus visits are permitted only with a prearranged appointment with a Faculty Advisor or Program Director.
2. **Appeal Submission**
    - Students choosing to appeal their academic dismissal must submit the Academic Dismissal Appeal Form via myUSA by one of the following deadlines:
        i. No later than five calendar days from the date on the dismissal letter for the appeal to be considered in the immediate upcoming term. For example, a student who is academically dismissed at the end of the fall term and requesting reinstatement for the spring term must submit the appeal form within five calendar days from the date on the dismissal letter. Please note, not all programs offer courses every term that will allow students to be reinstated

every term. Appeals submitted after five calendar days are reviewed in the next appeal cycle as described in section ii below.

ii. No later than 30 calendar days from the date on the dismissal letter for the appeal to be considered in the subsequent term. The student's appeal is heard by the committee at the end of the term following dismissal. By choosing this option, students acknowledge and agree that they will not be eligible to enroll in the immediate upcoming term. For example, a student who is academically dismissed at the end of the fall term and requesting reinstatement for the summer term must submit the appeal form within 30 calendar days from the date on the dismissal letter.

iii. Appeals submitted past 30 calendar days from the date on the dismissal letter are not considered by the Academic Appeals Committee.

- Upon receipt, the Registrar compiles an appeal packet on behalf of the student, which includes the following:
  i. The Academic Dismissal Appeal Form and any supporting documentation provided by the student.
  ii. The student's USAHS unofficial transcript and other relevant materials.

AAC Review Process

Composed of program faculty, the AAC meets prior to each term to review appeals. AAC meetings are closed and confidential. The committee renders a decision to uphold the academic dismissal or overturn the dismissal, granting a student reinstatement to the University.

- **Dismissal Upheld:** The Registrar notifies the student who remains dismissed from the University but may submit a final appeal under specified conditions.
- **Dismissal Overturned:** Reinstatement is granted in accordance with the Reinstatement policy.

Final Appeal to the Chief Academic Officer (CAO)

Students whose dismissal is upheld may submit a final appeal to the CAO within 14 calendar days of the AAC's decision if the criteria outlined below are met. By submitting a final appeal, a student acknowledges ineligibility for enrollment in the immediate upcoming term due to the timing constraints of the review process.

Criteria for Final Appeal

A final appeal must meet one of the following criteria:

- There is evidence that the University did not follow the Academic Appeals policy. Students must include evidence in their final appeal submission.
- There is new evidence that was unavailable during the AAC's review. Students must provide a written summary of its relevance to their appeal.

CAO Review Process

The CAO or their designee determines whether the student's final appeal meets the review criteria.

- **If the criteria are unmet:** The Registrar notifies the student, and the student's dismissal is final.
- **If the criteria are met:** The CAO or their designee reviews the appeal. The CAO or the designee is not required to meet with the student but may choose to do so at their discretion.
    - **Dismissal Upheld:** The Registrar notifies the student that the AAC's decision stands and the student remains dismissed. The CAO's decision is final. After the appeal period, dismissed students lose access to University facilities and resources.
    - **Dismissal Overturned:** Reinstatement is granted (see Reinstatement policy).

Reinstatement

Students who are dismissed (involuntarily separated) from the program due to violations of academic policies or professional misconduct (PMC) violations may be reinstated to the same program upon successful appeal. All students who are reinstated after at least one term away are required to sign a new Enrollment Agreement and are subject to current tuition and fees. Additionally, students may not be reinstated if no seats are available in the applicable cohort.

Reinstatement on Academic Appeal

The Registrar provides a reinstatement agreement, developed by the student's Program Director, outlining any required conditions of the student's return to the program.

Students must sign and return reinstatement agreements within five calendar days. Students are not registered for the term or allowed to participate in any coursework or in clinical settings until the agreement is signed and the student is registered. Failure to meet this deadline results in the student forfeiting their opportunity for reinstatement. In such instances, the student's dismissal decision is upheld.

Successful appeals result in a reinstatement agreement outlining conditions for continuation in the program.

- Title IV eligibility is reinstated in every instance other than extensions of the 150% time limit.
- Students who successfully appeal for dismissal remain on academic probation for the entirety of their tenure.
- Students who are dismissed again at any point in their program are ineligible for further appeals.

Readmission

Students who voluntarily withdraw from the program or who are administratively withdrawn under the Continuous Enrollment Policy and are in good standing may be readmitted to the same program of study. These students can bypass the normal application process if the start date of the term in which they wish to return is less than one year since their last enrollment. Students may seek readmission following a voluntary withdrawal or administrative withdrawal only one time within their program.

Previously enrolled students who are suspended or placed on Administrative LOA due to student conduct violations also may apply for readmission once all sanctions have been met and provided it has been less than a one year since last enrolled.

Students seeking readmission should submit a Program Readmission Request (MyUSA portal, Forms page) no later than six weeks before the start date of the term in which they wish to enroll to allow adequate time for processing. Students who are readmitted are required to sign a new Enrollment Agreement and are subject to current tuition and fees. Additionally, students may not be readmitted if no seats are available in the applicable cohort. Readmission is not guaranteed.

Any student seeking readmission after a one-year period of nonenrollment is not eligible for readmission under the abbreviated application process; instead, the student must follow the full application process as a *subsequent applicant* as outlined in the Admissions Policy, and the University considers the application along with all other traditional applicants.

Previously enrolled students who are dismissed due to student conduct violations are permanently separated from the University and ineligible for readmission.

Student Resources

Student Services Offices

Mission

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

Advisors

Student Success Advisors

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

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

Advisors partner with students to proactively help them achieve their academic and professional goals. They monitor student progress and check in with students to ensure they are progressing academically and see how they can best support student's needs. Advisors are on the front lines of student services and are always willing to answer questions and provide support.

Assistant Director, Student Advising
Phone: 800-241-1027
Email: advising@usa.edu
MyUSA Academic Advising

Faculty Advisors

A Faculty Advisor is assigned to each student. This advisor serves in two capacities. The first is to advise the student on academic matters, and the second is to assist in professional development. Students who wish to change faculty advisors should meet with their Program Director.

Enrollment Office

The Enrollment team assists prospective students from initial inquiry through the entire application process, including guidance on selecting the appropriate start date and modality, submitting required documents, and preparing the most competitive application.

Email: enroll@usa.edu
Phone: 800-241-1027, ext. 2499.

Registrar's Office

The main Registrar's Office for all degree programs is located on the St. Augustine campus with Registrar staff also located at other campus locations to assist students and faculty. Inquiries or requests for student information should be sent by mail to the Registrar, USAHS, 1 University Boulevard, St. Augustine, FL 32086 or by email to registrar@usa.edu.

University Registrar
Phone: 800-241-1027 ext. 1600
Email: registrar@usa.edu
MyUSA Registrar

Financial Aid Office

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

Dana Mingo, Executive Director, Student Financial Services and Compliance
MyUSA Financial Aid

Bursar's Office

The Bursar's Office manages the billing of tuition and fees, posts loans to students' accounts, processes credit balance refunds, and manages student and third-party payments. The Bursar can provide information to students regarding the CASHNet Payment Plan, setting up refund preferences in BankMobile, and 1098-T Tuition Statements. The Bursar's Office can also provide receipts upon request.

Bursar's Office
Phone: 800-241-1027
Email: bursar@usa.edu
MyUSA Bursar

International Student Services

International applicants applying to a full-time Residential program in Miami, Florida; St. Augustine, Florida; Austin, Texas; and Dallas, Texas; and San Marcos, California, may receive assistance obtaining the required I-20 form from a designated school official (DSO). A DSO may be reached by calling 800-241-1027, ext. 1600 or by emailing registrar@usa.edu for assistance. See International Students Applying for Admission for additional details on the Student Exchange and Visitor Program (SEVP).

Alumni and Career Services

Alumni Association

USAHS alumni join the University in its mission to provide equitable access to exceptional healthcare practitioners throughout the country. To support the USAHS alumni community, the University provides a comprehensive alumni engagement program designed to provide meaningful opportunities for volunteerism, service, and partnership as well as continuing professional education and personal development. All USAHS alumni are invited to join the USAHS Alumni Association upon completion of a USAHS degree program.

Polly Crabtree, Director of Alumni Engagement
Phone: 904-770-3611
Email: alumni@usa.edu

Career Services

Career Services provides career advising and networking opportunities to students via the Skills First and Handshake platforms, through on-campus and virtual career fairs, and via online career coaching. Access Career Services by logging into the MyUSA portal, Student Services tab, Career Services link.

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

Career Services sends an invite to new students to join Handshake. In Handshake, students can create a career profile and résumé, post it for employers to view, and apply to internships and job postings. Alumni retain access to Handshake to aid in securing employment after graduation.

Student referrals to prospective employers are not based on direct contact with the employer regarding current job openings. USAHS does not guarantee employment, and completion of the degree program is not a guarantee of employment.

Students may request individual career coaching via video conference by emailing the Career Services manager.

Kelly Fontana, Manager, Career Services
Phone: 904-770-3457
Email: kfontana@usa.edu
MyUSA Career Services

Continuing Professional Education Office

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

Lori Hankins, Director of Continuing Education
Phone: 800-241-1027, ext. 1400
Email: lhankins@usa.edu
Continuing Professional Education

Office of Student Welfare and Accessibility

In accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, Title IX and other federal and state laws, and the University's commitment to diversity, equity, and inclusion, the Office of Student Welfare and Accessibility is dedicated to providing reasonable accommodations to qualifying students. Please see Accessibility & Accommodations for more information.

The Office of Student Welfare and Accessibility generally operates Monday through Friday from 8:00 a.m. to 6:00 p.m. EST; however, office hours may vary to meet student needs. Information on scheduling an appointment can be found by going to the MyUSA portal.

Candice Vasquez, Executive Director, Student Affairs
Email: cvasquez@usa.edu
MyUSA Accommodations

Student Assistance Program

Counseling Services

Students can contact their Student Success Advisor or the Office of Student Welfare and Accessibility for information about counseling services.

In partnership with ComPsych (a Student Assistance Program provider), USAHS offers free counseling services and online resources to students as needed and provides access to free and confidential support resources via phone 24 hours/day, 7 days/week. Students (and members of the same household) may call 844-819-4777 toll free to be connected to highly trained, masters-level clinicians. These licensed counselors can provide resources to help with anxiety, depression, stress, grief, relationship conflict, substance abuse, or other personal issues a student may be experiencing. If needed, the counselor is able to refer the student to meet with a counselor for up to three complimentary therapy sessions.

Online Resources

Students and household members also have unlimited access to guidanceresources.com. Students can use "USAHS" as the Web ID to create a free account. This website provides information, tools, and support on a variety of subjects including wellness, legal, financial, and relationship topics. Students can view articles,

podcasts, videos, or slideshows and can utilize Ask the Expert to receive personal responses to questions.

Health Services

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

The University is not licensed to provide healthcare services.

San Marcos Campus

Emergency services are available at the following locations:

Palomar Medical Center
2185 Citracado Parkway
Escondido, CA 92029
(442) 281-5000

Scripps, San Marcos
111 Campus Way
Suite 301
San Marcos, CA 92078
(760)377-8854

St. Augustine Campus

Emergency services are available at the following locations:

Flagler Health
400 Health Park Blvd.
St. Augustine, FL 32086
904-819-5155

Nonemergency services are available at the following location:

CareFast+ Urgent Care
110 Health Park Blvd.
St. Augustine, FL 32086
904-823-3401

FM Medical Primary and Urgent Care
3560 A1A South
St. Augustine, FL 32080
904-584-2273

CareSpot Urgent Care of St. Augustine
2095 US Hwy 1 South
St. Augustine, FL 32086
904-429-0001
Appointments: www.carespot.com

Miami Campus

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

Doctors Hospital ER - Coral Gables
5000 University Drive
Coral Gables, FL 33146
786-308-3000

Baptist Health Urgent Care - Coral Gables
10 Giralda Avenue, Suite 100
Coral Gables, FL 33134
786-467-5000

Austin Campus

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

CareNow Urgent Care - Southwest Austin
5033 West US-290, Building E
Austin, TX 78735
512-265-8980

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

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

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

Dallas Campus

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

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

CareNow Urgent Care - Las Colinas - MacArthur
7400 N. MacArthur Blvd.
Irving, TX 75063
469-804-9295

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

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

Academic Resources

Library and Information Resources

The USAHS Library is made up of a physical branch at each campus as well as a robust collection of online resources and services. The library offers students and faculty members convenient access to current health sciences information through the library's collection of online journals, online databases, eBooks, digital videos, anatomy models, medical equipment, print books, and more, supporting and supplementing the University's curricula. Digital resources are accessible online 24/7. In addition to resources, the library provides a variety of services, including individual search consultations with professional librarians, information literacy education and instruction, checkout services for physical materials, and reference services. Physical campus libraries are each open and staffed more than 100 hours per week during regular academic terms and provide physical study space, reference services, and printing/copying/scanning services. Virtually, library staff members comprised of professional librarians and trained support staff are available through email, library chat, virtual office hours, and phone. In all, library staff are available more than 110 hours per week, including nights and weekends. Full details of all library resources and services are available at https://library.usa.edu/.

Innovation, Learning Excellence, and Academic Resource Network (iLEARN)

iLEARN is a hub for USAHS students to connect to university-sponsored live and recorded training events to enhance academic, personal, and professional development. The mission of iLEARN is to enhance student success through learning opportunities that strengthen scholarly skills, digital literacy, and leadership development. More information, including the iLEARN calendar of events and event registration, is available at ilearn.usa.edu/.

Writing Center

The mission of the Writing Center at USAHS is to provide exceptional service to students across programs by providing individualized instruction and resources to solidify their writing skills as practicing scholars and emerging professionals in the field of health sciences. The Writing Center is not a drop-off editing service; instead, Writing Center personnel seek to develop students into strong writers and editors through continued engagement with the writing process.

The Writing Center offers live and asynchronous, individual or small group appointments, style guide workshops, and open office hours. Appointments are made online via the Online Writing Center Schedule. Live online meetings allow students and writing coaches to communicate directly with one another in real time. Asynchronous (recorded) reviews provide scheduling flexibility; rather than a meeting with a writing coach in real time, a recorded review is prepared and emailed within 24 hours of the appointment.

Detailed information about making appointments, links to drop-in workshops and open office hours, various tip sheets, and writing resources are located on the MyUSA, Student Services tab, Writing Center page.

Writing Center Visitation Policies

First-time visitors to the online schedule must create an account using their USAHS email address. Non-degree seeking students without a university-issued email address should notify the director when creating an account with their personal email address.

- Students are limited to any combination of two live or asynchronous sessions per calendar month. This limit supports equitable opportunities for all students to benefit from the service and encourages students' development as independent scholarly and professional writers.
- Students are not able to reserve same-day appointments on the Writing Center online schedule. Students should email WritingCenter@usa.edu to request a same-day appointment.
- All students are welcome to submit waitlist requests, even beyond the two sessions per calendar month limit. Please contact the Writing Center to inquire about submitting waitlist requests.
- Reasonable accommodation requests for increased appointment allowances can be submitted to accommodations@usa.edu.
- Workshop and open office hours attendance does not require an appointment, and students may attend as many workshops as they like. The schedule of offerings and links to connect are located on MyUSA, Academic Support tab, Writing Center page.

Students must upload the documents for their review before midnight (EST) on the day before their scheduled appointment. Asynchronous feedback is sent to students via email within 24 hours of the day of their reservation.

- If no document is submitted, then the appointment will be marked as missed.
- Students do not need to have a document completed to reserve an appointment. (Planning ahead and reserving appointments early is a good idea.)

- Documents can be uploaded to previously created appointments using the "Edit Appointment" option in the appointment details on the Writing Center online schedule.

Any combination of two missed or same-day-canceled appointments results in the suspension of a student's Writing Center account.

- Students should cancel appointments as soon as possible when missing a scheduled appointment becomes inevitable.
- Students must contact the Writing Center to have a suspended account reactivated.
- Students whose Writing Center accounts are suspended more than one time may have their visitation privileges revoked.

Students may email the Writing Center at WritingCenter@usa.edu. Emails are continuously monitored during university operating hours.

Hideki Nakazono, Director, Tutoring Services and Writing Center
Phone: 760-410-5327 ext. 2427
Email: hnakazono@usa.edu
MyUSA: my.usa.edu/ICS/Student_Services/Writing_Center/

Tutoring Services

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

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

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

Institutional Review Board

The Institutional Review Board (IRB) reviews all research proposals involving the use of human subjects. The purpose of the IRB is to protect the human rights and confidentiality of research subjects and to minimize harm during the study. All students participating in research projects that involve human subjects (including Case Reports) are required to submit the appropriate IRB application for review and/or approval. Students must have a faculty advisor for their research project (the supervising principal investigator) and should submit proposals to the IRB that is located geographically closest to their faculty advisor. The IRB committee meets once each month to review convened protocols. Expedited and exempt protocols are reviewed on a rolling basis. For IRB policies, procedures, forms, and committee review dates, go to the MyUSA portal, Academics tab.

Student Associations and Organizations

Membership in Professional Associations

All USAHS students in the DPT, MOT, OTD, and MS-SLP programs are required to join and maintain membership in their respective national professional associations (American Physical Therapy Association [APTA], American Occupational Therapy Association [AOTA], National Student Speech Language Hearing Association [NSSLHA]). Current physical therapy students are asked to show proof of membership as part of their first-term courses; occupational therapy students must provide evidence of state association membership; speech-language therapy students must show proof of membership with an NSSLHA number.

Student Associations

Physical therapy students are members of SPTA; occupational therapy students are members of SOTA; Speech-Language pathology students are members of the USAHS NSSLHA chapter. Student representatives from these associations meet monthly with Program Directors to discuss ideas and solve student issues. The SPTA, SOTA, and NSSLHA organizations operate independently; however, financial support may be provided upon agreement of the supporting organization.

In the first trimester, students are assessed a one-time mandatory student activity fee of $20.00 (fee is subject to change). This fee is allocated for the campus-based, student professional associations.

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

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

Any use of funds requires two signatures from current officers of the respective organizations. All student events are to be coordinated through these associations with all allocated monies to be controlled by the SPTA, SOTA, and NSSLHA organizations.

All functions/events involving the University or the use of its name require prior review and written approval; any requests to use the University logo on clothing or other items also require the same approval. Possible examples of University-sanctioned events might include community/charitable events such as the annual 5K run and University or departmental picnics/celebrations. A student-organized off-site baseball team would be an example of a non-University event that could be supported by the student associations but would need approval if the University name were used. Event organizers should submit the Event Request Form to the appropriate Campus Director for approval at least 30 days prior to the event. Event Request Forms are located on MyUSA, Student Services tab, under Clubs&Orgs.

Student Organizations

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

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

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

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

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

For detailed guidelines and access to forms and templates, go to the MyUSA, Student Services tab, Clubs&Orgs link.

Student Events

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

Off-Campus Housing

Students are responsible for their living accommodations while attending USAHS. There are a variety of housing options near all campuses, and prospective students can access a list of potential housing by campus by going to housing.usa.edu.*

Students receive full access to the University's Housing Portal upon admission and activation of their student email address. On this portal, students can connect with other current or incoming students, look for potential roommates, and see a list of apartment complexes near campus that have vacancies. Additional information about how to use the Housing Portal is available from Student Success Advisors.

**Students should also refer to* the Cost of Attendance *section for their campus and program. Monthly rental rates in the San Marcos area typically range from $850–1800/month for an individual to $1825–2500/month and more for apartment rentals. Please note this information is subject to change.*

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 trimester or more (some exceptions may apply)

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

Financial Information

Tuition, Fees, and Cost of Attendance

USAHS publishes an official schedule of tuition, fees, and cost of attendance for each college of the University. Tuition and fees are charged each trimester based on the number of credit hours in which the student is registered, and payment is due at the start of the trimester. Any changes to registration may affect the tuition and fees that a student incurs for a given trimester. All coursework attempted is subject to tuition and fees. Students who take a leave of absence, withdraw from coursework, or withdraw from the program, thereby extending the number of trimesters required to complete the program, will incur tuition and fees for course repeats and additional trimesters of study and should plan for those additional expenses.

Tuition and fees are subject to change each academic year. Tuition increases are announced prior to the start of the effective trimester. Because tuition and fees within each college vary, students should carefully study the charges that apply to them as set forth below.

Some or all instruction and/or other academic activities for all or part of the 2024–2025 academic year may be delivered fully online. Tuition and mandatory fees are set regardless of the method of instruction and are not refunded in the event that instruction and/or other academic activities occur fully online for any part of the academic year.

San Marcos Campus

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

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

Tuition and Fees[1]	All Students
Tuition ($14,267 per trimester × 5)	$71,334.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($720 per trimester × 5)	$3,600.00
Program fee[2] ($625 per trimester × 5)	$3,125.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$182.50

California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[4]	
Housing and food ($5,193–$10,300 per trimester × 5)	$25,966.00–$51,500.00
Transportation ($1,061 per trimester × 5)	$5,305.00
Health insurance and other ($1,197 per trimester × 5)	$5,985.00
Estimated student loan fees[5] ($577 per trimester × 5)	$2,920.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [5]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Master of Occupational Therapy (MOT)

The residential MOT program is six trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($16,501 per trimester × 6)	$99,006.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($600 per trimester × 6)	$3,600.00
Program fee[2] ($625 per trimester × 6)	$3,750.00
Student activity fee	$20.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$250.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($5,193–$10,300 per trimester × 6)	$31,160.00–$61,800.00
Transportation ($1,061 per trimester × 6)	$6,366.00

Health insurance and other ($1,197 per trimester × 6)	$7,182.00
Estimated student loan fees[4] ($657 per trimester × 6)	$3,945.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Flexible Master of Occupational Therapy (MOT)

The program is nine trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($9,798 per trimester × 9)	$88,182.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($400 per trimester × 9)	$3,600.00
Program fee[2] ($625 per trimester × 9)	$5,625.00
Student activity fee	$20.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$230.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($5,193–$10,300 per trimester × 9)	$46,739.00–$92,700.00
Transportation ($1,061 per trimester × 9)	$9,549.00
Health insurance and other ($1,197 per trimester)	$10,773.00
Estimated student loan fees[4] ($509 per trimester × 9)	$4,577.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Hybrid Immersion Master of Occupational Therapy (MOT)

The hybrid immersion MOT program is six trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($16,501 per trimester × 6)	$99,006.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($600 per trimester × 6)	$3,600.00
Program fee[2] ($625 per trimester × 6)	$3,750.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[4]	
Housing and food ($5,193–$10,300 per trimester × 6)	$31,160.00–$61,800.00
Transportation ($1,061 per trimester × 6)	$6,366.00
Health insurance and other ($1,197 per trimester × 6)	$7,182.00
Estimated student loan fees[5] ($657 per trimester × 6)	$3,945.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [5]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Doctor of Occupational Therapy (OTD)

The program is eight trimesters in duration consisting of a minimum of 117 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($13,737 per trimester × 8)	$109,893.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($525 per trimester × 8)	$4,200.00
Program fee[2] ($625 per trimester × 8)	$5,000.00

Student activity fee	$20.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$285.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($5,193–$10,300 per trimester × 8)	$41,546.00–$82,400.00
Transportation ($1,061 per trimester × 8)	$8,488.00
Health insurance and other ($1,197 per trimester × 8)	$9,576.00
Estimated student loan fees[4] ($602 per trimester × 8)	$4,817.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Doctor of Physical Therapy (DPT) 8-Term

The residential DPT program is eight trimesters in duration consisting of a minimum of 131 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**Students Enrolled prior to 5/2021**	**New/Reinstated Students Enrolled as of 9/2021**
Tuition (enrolled 5/2021 and prior: $15,746 per trimester × 8) (enrolled 9/2021 and after: $16,052 per trimester × 8)	$125,971.00	$128,418.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00	$100.00
Books and school expenses ($525 per trimester × 8)	$4,200.00	$4,200.00
Program fee[2] ($625 per trimester × 8)	$5,000.00	$5,000.00
Student activity fee	$20.00	$20.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$327.50	$332.50

California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00	$0.00
Graduation fee for all students (regalia not included)	$100.00	$100.00
Estimated Living Expenses[3]		
Housing and food ($5,193–$10,300 per trimester × 8)	$41,546.00–$82,400.00	$41,546.00–$82,400.00
Transportation ($1,061 per trimester × 8)	$8,488.00	$8,488.00
Health insurance and other ($1,197 per trimester × 8)	$9,576.00	$9,576.00
Estimated student loan fees[4] ($646 per trimester × 8)	$5,171.00	$5,225.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Flexible Doctor of Physical Therapy (DPT) 12-Term

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

Tuition and Fees[1]	**Current Students Enrolled prior to 5/2021**	**New/Reinstated Students Enrolled as of 9/2021**
Tuition (enrolled May 2021 and prior: $9,763 per trimester × 12) (enrolled September 2021 and after: $9,952 per trimester × 8)	$117,152.00	$119,427.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00	$100.00
Books and school expenses ($350 per trimester × 12)	$4,200.00	$4,200.00
Program fee[2] ($625 per trimester × 12)	$7,500.00	$7,500.00
Student activity fee	$20.00	$20.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$310.00	$315.00

California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00	$0.00
Graduation fee for all students (regalia not included)	$100.00	$100.00
Estimated Living Expenses[3]		
Housing and food ($5,193–$10,300 per trimester × 12)	$62,319.00–$123,600.00	$62,319.00–$123,600.00
Transportation ($1,061 per trimester × 12)	$12,732.00	$12,732.00
Health insurance and other ($1,197 per trimester × 12)	$14,364.00	$14,364.00
Estimated student loan fees[4] ($515 per trimester × 12)	$6,130.00	$6,180.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Doctor of Physical Therapy (DPT) 7-Term

The residential DPT program is seven trimesters in duration consisting of a minimum of 110 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($18,345 per trimester × 7)	$128,418.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($525 per trimester × 7)	$3,675.00
Program fee[2] ($625 per trimester × 7)	$4,375.00
Student activity fee	$20.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($5,193–$10,300 per trimester × 7)	$36,353.00–$72,100.00
Transportation ($1,061 per trimester × 7)	$7,427.00
Health insurance and other ($1,197 per trimester × 7)	$8,379.00
Estimated student loan fees[4] ($672 per trimester × 7)	$4,700.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Flexible Doctor of Physical Therapy (DPT) 9-Term

The program is nine trimesters in duration consisting of a minimum of 110 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($13,270 per trimester × 9)	$119,427.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($350 per trimester × 9)	$3,150.00
Program fee[2] ($625 per trimester × 9)	$5,625.00
Student activity fee	$20.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($5,193–$10,300 per trimester × 9)	$46,739.00–$92,700.00
Transportation ($1,061 per trimester × 9)	$9,549.00
Health insurance and other ($1,197 per trimester × 9)	$10,773.00
Estimated student loan fees[4] ($515 per trimester × 9)	$4,993.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

St. Augustine Campus

Master of Occupational Therapy (MOT)

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

Tuition and Fees[1]	**All Students**
Tuition ($15,174 per trimester × 6)	$91,042.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($600 per trimester × 6)	$3,600.00
Program fee[2] ($625 per trimester × 6)	$3,300.00
Student activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($3,443–$6,829 per trimester × 6)	$20,657.00–$40,974.00
Transportation ($1,061 per trimester × 6)	$6,366.00
Health insurance and other ($1,197 per trimester × 6)	$7,182.00
Estimated student loan fees[4] ($552 per trimester × 6)	$3,315.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Flexible Master of Occupational Therapy (MOT)

The program is nine trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($9,549 per trimester × 9)	$85,939.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($400 per trimester × 9)	$3,600.00
Program fee[2] ($625 per trimester × 9)	$3,750.00
Student activity fee	$20.00

California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$222.50
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[4]	
Housing and food ($3,443–$6,829.00 per trimester × 9)	$30,985.00–$61,461.00
Transportation ($1,061 per trimester × 9)	$9,549.00
Health insurance and other ($1,197 per trimester × 9)	$10,773.00
Estimated student loan fees[5] ($427 per trimester × 9)	$3,841.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [5]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Hybrid Immersion Master of Occupational Therapy (MOT)

The hybrid immersion MOT program is six trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($15,174 per trimester × 6)	$91,042.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($600 per trimester × 6)	$3,600.00
Program fee[2] ($625 per trimester × 6)	$3,750.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[4]	
Housing and food ($3,443–$6,829 per trimester × 6)	$20,657.00–$40,974.00
Transportation ($1,061 per trimester × 6)	$6,366.00

Health insurance and other ($1,197 per trimester × 6)	$7,182.00
Estimated student loan fees[5] ($552 per trimester × 6)	$3,315.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [5]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Doctor of Occupational Therapy (OTD)

The program is eight trimesters in duration consisting of a minimum of 117 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($13,737 per trimester × 8)	$109,893.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($525 per trimester × 8)	$4,200.00
Program fee[2] ($625 per trimester × 8)	$5,000.00
Student activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($3,443–$6,829 per trimester × 8)	$27,543.00–$54,632.00
Transportation ($1,061 per trimester × 8)	$8,488.00
Health insurance and other ($1,197)	$9,576.00
Estimated student loan fees[4] ($526 per trimester × 8)	$4,206.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Doctor of Physical Therapy (DPT) 8-Term

The residential DPT program is eight trimesters in duration consisting of a minimum of 131 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($14,011 per trimester × 8)	$112,091.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($525 per trimester × 8)	$4,200.00
Program fee[2] ($625 per trimester × 8)	$5,000.00
Student activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($3,443–$6,829 per trimester × 8)	$27,543.00–$54,632.00
Transportation ($1,061 per trimester × 8)	$8,488.00
Health insurance and other ($1,197 per trimester × 8)	$9,576.00
Estimated student loan fees[4] ($532 per trimester × 8)	$4,255.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Flexible Doctor of Physical Therapy (DPT) 12-Term

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

Tuition and Fees[1]	**All Students**
Tuition ($8,249 per trimester × 12)	$98,989.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($350 per trimester × 12)	$4,200.00
Program fee[2] ($625 per trimester × 12)	$7,500.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$265.00

California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[4]	
Housing and food ($3,443–$6,829 per trimester × 12)	$41,314.00–$81,948.00
Transportation ($1,061 per trimester × 12)	$12,732.00
Health insurance and other ($1,197 per trimester × 12)	$14,364.00
Estimated student loan fees[5] ($401 per trimester × 12)	$4,814.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [5]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Doctor of Physical Therapy (DPT) 7-Term

The residential DPT program is seven trimesters in duration consisting of a minimum of 110 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($16,013 per trimester × 7)	$112,091.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($525 per trimester × 7)	$3,675.00
Program fee[2] ($625 per trimester × 7)	$4,375.00
Student activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($3,443–$6,829 per trimester × 7)	$24,100.00–$47,803.00
Transportation ($1,061 per trimester × 7)	$7,427.00
Health insurance and other ($1,197 per trimester × 7)	$8,379.00
Estimated student loan fees[4] ($532 per trimester × 7)	$3,848.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services,

and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Flexible Doctor of Physical Therapy (DPT) 9-Term

The program is nine trimesters in duration consisting of a minimum of 110 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($10,999 per trimester × 9)	$98,989.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($350 per trimester × 9)	$3,150.00
Program fee[2] ($625 per trimester × 9)	$5,625.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[4]	
Housing and food ($3,443–$6,829 per trimester × 9)	$30,985.00–$61,461.00
Transportation ($1,061 per trimester × 9)	$9,549.00
Health insurance and other ($1,197 per trimester × 9)	$10,773.00
Estimated student loan fees[5] ($441 per trimester × 9)	$3,967.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [5]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Miami Campus

Master of Occupational Therapy (MOT)

The residential MOT program is six trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($15,174 per trimester × 6)	$91,042.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($600 per trimester × 6)	$3,600.00
Program fee[2] ($625 per trimester × 6)	$3,750.00
Student activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($4,875–$9,670 per trimester × 6)	$29,253.00–$58,020.00
Transportation ($1,061 per trimester × 6)	$6,366.00
Health insurance and other ($1,197 per trimester × 6)	$7,182.00
Estimated student loan fees[4] ($615 per trimester × 6)	$3,690.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Flexible Master of Occupational Therapy (MOT)

The program is nine trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($9,549 per trimester × 9)	$85,939.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($400 per trimester × 9)	$3,600.00
Program fee[2] ($625 per trimester × 9)	$5,625.00
Student activity fee	$20.00

California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$222.50
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[4]	
Housing and food ($4,875–$9,670 per trimester × 9)	$43,879.00–$87,030.00
Transportation ($1,061 per trimester × 9)	$9,549.00
Health insurance and other ($1,197 per trimester × 9)	$10,773.00
Estimated student loan fees[5] ($489 per trimester × 9)	$4,403.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [5]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Hybrid Immersion Master of Occupational Therapy (MOT)

The hybrid immersion MOT program is six trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($15,174 per trimester × 6)	$91,042.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($600 per trimester × 6)	$3,600.00
Program fee[2] ($625 per trimester × 6)	$3,750.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[4]	
Housing and food ($4,875–$9,670 per trimester × 6)	$29,250.00–$58,020.00
Transportation ($1,061 per trimester × 6)	$6,366.00

Health insurance and other ($1,197 per trimester × 6)	$7,182.00
Estimated student loan fees[5] ($615 per trimester × 6)	$3,690.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [5]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Doctor of Occupational Therapy (OTD)

The program is eight trimesters in duration consisting of a minimum of 117 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**Current Students Enrolled prior to Summer 2022**	**New/Reinstated Students Enrolled as of Summer 2022**
Tuition[2] (enrolled prior to Summer 2022: $11,157 per trimester × 8) (enrolled Summer 2022 and after: $13,736 per trimester × 8)	$89,257.00	$109,893.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00	$100.00
Books and school expenses ($525 per trimester × 8)	$4,200.00	$4,200.00
Program fee[3] ($625 per trimester × 8)	$5,000.00	$5,000.00
Student activity fee	$20.00	$20.00
Graduation fee for all students (regalia not included)	$100.00	$100.00
Estimated Living Expenses[4]		
Housing and food ($4,875–$9,670 per trimester × 8)	$39,004.00–$77,360.00	$39,004.00–$77,360.00
Transportation ($1,061 per trimester × 8)	$8,488.00	$8,488.00
Health insurance and other ($1,197 per trimester × 8)	$9,576.00	$9,576.00
Estimated student loan fees[5] ($532 or $588 per trimester × 8)	$4,252.00	$4,706.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Tuition discounts totaling $20,636.00 are offered to eligible students

who first enrolled as of Summer 2022 term. Tuition discount to be applied to Terms 7 and 8. Students must be continuously enrolled; excludes students who do not complete this program in eight trimesters. [3]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [5]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Doctor of Physical Therapy (DPT) 8-Term

The residential DPT program is eight trimesters in duration consisting of a minimum of 131 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($14,011 per trimester × 8)	$112,091.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($525 per trimester × 8)	$4,200.00
Program fee[2] ($625 per trimester × 8)	$5,000.00
Student Activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($4,875–$9,670 per trimester × 8)	$39,004.00–$77,360.00
Transportation ($1,061 per trimester × 8)	$8,488.00
Health insurance and other ($1,197 per trimester × 8)	$9,576.00
Estimated student loan fees[4] ($594 per trimester × 8)	$4,755.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Doctor of Physical Therapy (DPT) 7-Term

The residential DPT program is seven trimesters in duration consisting of a minimum of 110 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($16,013 per trimester × 7)	$112,091.00

Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($525 per trimester × 7)	$3,675.00
Program fee[2] ($625 per trimester × 7)	$4,375.00
Student Activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($4,875–$9,670 per trimester × 7)	$34,128.00–$67,690.00
Transportation ($1,061 per trimester × 7)	$7,427.00
Health insurance and other ($1,197 per trimester × 7)	$8,379.00
Estimated student loan fees[4] ($594 per trimester × 7)	$4,265.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Austin Campus

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

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

Tuition and Fees[1]	**All Students**
Tuition ($14,267 per trimester × 5)	$71,334.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($720 per trimester × 5)	$3,600.00
Program fee[2] ($625 per trimester × 5)	$3,125.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$182.50
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00

Estimated Living Expenses[4]	
Housing and food ($4,307–$8,541 per trimester × 5)	$21,533.00–$42,705.00
Transportation ($1,061 per trimester × 5)	$5,305.00
Health insurance and other ($1,197 per trimester × 5)	$5,985.00
Estimated student loan fees[5] ($573 per trimester × 5)	$2,866.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [5]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Master of Occupational Therapy (MOT)

The residential MOT program is six trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($15,174 per trimester × 6)	$91,042.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($600 per trimester × 6)	$3,600.00
Program fee[2] ($625 per trimester × 6)	$3,750.00
Student activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($4,307–$8,541 per trimester × 6)	$25,840.00–$51,246.00
Transportation ($1,061 per trimester × 6)	$6,366.00
Health insurance and other ($1,197 per trimester × 6)	$7,182.00
Estimated student loan fees[4] ($590 per trimester × 6)	$3,541.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Flexible Master of Occupational Therapy (MOT)

The program is nine trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($9,549 per trimester × 9)	$85,939.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($400 per trimester × 9)	$3,600.00
Program fee[2] ($625 per trimester × 9)	$5,625.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$222.50
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[4]	
Housing and food ($4,307–$8,541 per trimester × 9)	$38,759.00–$76,869.00
Transportation ($1,061 per trimester × 9)	$9,549.00
Health insurance and other ($1,197 per trimester × 9)	$10,773.00
Estimated student loan fees[4] ($464 per trimester × 9)	$4,180.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [5]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Doctor of Occupational Therapy (OTD)

The program is eight trimesters in duration consisting of a minimum of 117 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($13,736 per trimester × 8)	$109,893.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00

Books and school expenses ($525 per trimester × 8)	$4,200.00
Program fee[2] ($625 per trimester × 8)	$5,000.00
Student activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($4,307–$8,541 per trimester × 8)	$34,453.00–$68,328.00
Transportation ($1,061 per trimester × 8)	$8,488.00
Health insurance and other ($1,197 per trimester × 8)	$9,576.00
Estimated student loan fees[4] ($563 per trimester × 8)	$4,507.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Doctor of Physical Therapy (DPT) 7-Term

The residential DPT program is seven trimesters in duration consisting of a minimum of 110 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($16,013 per trimester × 7)	$112,091.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($525 per trimester × 7)	$3,675.00
Program fee[2] ($625 per trimester × 7)	$4,375.00
Student activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($4,307–$8,541 per trimester × 7)	$30,146.00–$59,787.00
Transportation ($1,061 per trimester × 7)	$7,427.00
Health insurance and other ($1,197 per trimester × 7)	$8,379.00
Estimated student loan fees[4] ($569 per trimester × 7)	$4,099.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services,

and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Flexible Doctor of Physical Therapy (DPT) 9-Term

The program is nine trimesters in duration consisting of a minimum of 110 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($11,867 per trimester × 9)	$106,800.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($350 per trimester × 9)	$3,150.00
Program fee[2] ($625 per trimester × 9)	$5,625.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[4]	
Housing and food ($4,307–$8,541 per trimester × 9)	$38,759.00–$76,869.00
Transportation ($1,061 per trimester × 9)	$9,549.00
Health insurance and other ($1,197 per trimester × 9)	$10,773.00
Estimated student loan fees[5] ($495 per trimester × 9)	$4,454.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [5]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Doctor of Physical Therapy (DPT) 8-Term

The residential DPT program is eight trimesters in duration consisting of a minimum of 131 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($14,011 per trimester × 8)	$112,091.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($525 per trimester × 8)	$4,200.00
Program fee[2] ($625 per trimester × 8)	$5,000.00
Student activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($4,307–$8,541 per trimester × 8)	$34,453.00–$68,328.00
Transportation ($1,061 per trimester × 8)	$8,488.00
Health insurance and other ($1,197 per trimester × 8)	$9,576.00
Estimated student loan fees[4] ($569 per trimester × 8)	$4,556.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Flexible Doctor of Physical Therapy (DPT) 12-Term

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

Tuition and Fees[1]	**All Students**
Tuition ($8,900 per trimester × 12)	$106,800.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($350 per trimester × 12)	$4,200.00
Program fee[2] ($625 per trimester × 12)	$7,500.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$285.00

California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[4]	
Housing and food ($4,307–$8,541 per trimester × 12)	$51,679.00–$102,492.00
Transportation ($1,061 per trimester × 12)	$12,732.00
Health insurance and other ($1,197 per trimester × 12)	$14,364.00
Estimated student loan fees[5] ($453 per trimester × 12)	$5,438.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [5]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Dallas Campus

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

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

Tuition and Fees[1]	**All Students**
Tuition ($14,267 per trimester × 5)	$71,334.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($720 per trimester × 5)	$3,600.00
Program fee[2] ($625 per trimester × 5)	$3,125.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$182.50
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00

Estimated Living Expenses[4]	
Housing and food ($4,599–$9,122 per trimester × 5)	$22,994.00–$45,610.00
Transportation ($1,061 per trimester × 5)	$5,305.00
Health insurance and other ($1,197 per trimester × 5)	$5,985.00
Estimated student loan fees[5] ($586 per trimester × 5)	$2,930.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with practica. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [5]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Hybrid Immersion Master of Occupational Therapy (MOT)

The hybrid immersion MOT program is six trimesters in duration consisting of a minimum of 93 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($15,174 per trimester × 6)	$91,042.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($600 per trimester × 6)	$3,600.00
Program fee[2] ($625 per trimester × 6)	$3,750.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$187.50
California Student Tuition Recovery Fund[3] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[4]	
Housing and food ($4,599–$9,122 per trimester × 6)	$27,593.00–$54,732.00
Transportation ($1,061 per trimester × 6)	$6,366.00
Health insurance and other ($1,197 per trimester × 6)	$7,182.00
Estimated student loan fees[5] ($603 per trimester × 6)	$3,618.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services,

and other student services such as orientation, advising, writing center, and career services. [3]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [4]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [5]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Doctor of Occupational Therapy (OTD)

The program is eight trimesters in duration consisting of a minimum of 117 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($13,736 per trimester × 8)	$109,893.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($525 per trimester × 8)	$4,200.00
Program fee[2] ($625 per trimester × 8)	$5,000.00
Student activity fee	$20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($4,599–$9,122 per trimester × 8)	$36,791.00–$72,976.00
Transportation ($1,061 per trimester × 8)	$8,488.00
Health insurance and other ($1,197 per trimester × 8)	$9,576.00
Estimated student loan fees[4] ($576 per trimester × 8)	$4,610.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Flexible Doctor of Occupational Therapy (OTD)

The Flex OTD (11 term) program is 11 trimesters in duration consisting of a minimum of 117 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition[2] ($9,640 per trimester × 11)	$106,049.00

Tuition Deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($381 per trimester × 11)	$4,191.00
Program fee[3] ($625 per trimester × 11)	$6,875.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[4] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$282.50
California Student Tuition Recovery Fund[4] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[5]	
Housing and food ($4,599–$9,122 per trimester × 11)	$50,587.00–$100,342.00
Transportation ($1,061 per trimester × 11)	$11,671.00
Health insurance and other ($1,197 per trimester × 11)	$13,167.00
Estimated student loan fees[6] ($483 per trimester × 11)	$5,312.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Tuition discounts totaling $20,636.00 are offered to eligible students who first enrolled as of Summer 2022 term. Tuition discount to be applied to Terms 10 and 11. Students must be continuously enrolled; excludes students who do not complete this program in 11 trimesters. [3]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [4]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [5]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [6]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Flexible Doctor of Occupational Therapy (OTD)

The Flex OTD (12 term) program is 12 trimesters in duration consisting of a minimum of 117 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**Current Students Enrolled prior to Spring 2022**
Tuition[2] ($7,021 per trimester × 12)	$84,254.00
Tuition Deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($381 per trimester × 12)	$4,572.00

Program fee[3] ($625 per trimester × 12)	$7,500.00
Student activity fee	$20.00
California Student Tuition Recovery Fund[4] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$227.50
California Student Tuition Recovery Fund[4] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[5]	
Housing and food ($4,599–$9,122 per trimester × 12)	$55,186.00–$109,464.00
Transportation ($1,061 per trimester × 12)	$12,732.00
Health insurance and other ($1,197 per trimester × 12)	$14,364.00
Estimated student loan fees[6] ($425 per trimester × 12)	$5,104.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Current students enrolled in the 12-term program prior to or during the Fall 2021 term who chose to transition into the 11-term program pay the 11-term per term rate for the remainder of the program. [3]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [4]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [5]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [6]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Doctor of Physical Therapy (DPT) 8-Term

The residential DPT program is eight trimesters in duration consisting of a minimum of 131 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($14,011.38 per trimester × 8)	$112,091.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($525 per trimester × 8)	$4,200.00
Program fee[2] ($625 per trimester × 8)	$5,000.00
Student activity fee	20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($4,599–$9,122 per trimester × 8)	$36,791.00–$72,976.00

Transportation ($1,061 per trimester × 8)	$8,488.00
Health insurance and other ($1,197 per trimester × 8)	$9,576.00
Estimated student loan fees[4] ($582 per trimester × 8)	$4,658.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Doctor of Physical Therapy (DPT) 7-Term

The residential DPT program is seven trimesters in duration consisting of a minimum of 110 credit hours. Tuition, fees, and estimated cost of attendance are as follows:

Tuition and Fees[1]	**All Students**
Tuition ($16,013 per trimester × 7)	$112,091.00
Tuition deposit (nonrefundable; subtracted from the first-trimester tuition)	$100.00
Books and school expenses ($525 per trimester × 7)	$3,675.00
Program fee[2] ($625 per trimester × 7)	$4,375.00
Student activity fee	20.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($4,599–$9,122 per trimester × 7)	$32,192.00–$63,854.00
Transportation ($1,061 per trimester × 7)	$7,427.00
Health insurance and other ($1,197 per trimester × 7)	$8,379.00
Estimated student loan fees[4] ($596 per trimester × 7)	$4,176.00

[1]Students may incur additional costs for their program, including but not limited to costs associated with clinical field experiences. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Includes fees associated with technology and software, library services, and other student services such as orientation, advising, writing center, and career services. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Distance Education Programs

Post-Professional Doctor of Occupational Therapy (PPOTD)

Tuition for all courses not involving a separate seminar is $555/credit hour for the bachelor's-entry program (60 credit hours) and $731 for the master's-entry programs (27 credit hours and 35 credit hours). Students entering with a bachelor's degree complete the 60-credit hour program and students entering with a master's degree student complete the 27-credit hour program (or 35-credit hour program if entering prior to the Spring 2025 term). USAHS MOT graduates may transfer 6 credit hours.

Tuition and Fees[1]	**All Students**
Tuition – 27 credit hour program approximately	$19,728.00
Tuition – 35 credit hour program approximately	$25,573.00
Tuition – 60 credit hour program approximately	$33,324.00
Books and school expenses	$750.00–1,500.00
Technology fee ($1,200 per year)	$2,400–$4,800
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022) 35 credit hour program[2]	$70.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022) 60 credit hour program[2]	$95.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024) 35 or 60 credit hour program[2]	$0.00
Graduation fee for all students (regalia not included)	$100.00
Optional custom regalia (estimate)	$650.00
Estimated Living Expenses[3]	
Housing and food ($2,612–$5,183 per trimester)	$15,677.00–$62,196.00
Transportation ($995 per trimester)	$6,965.00–$11,940.00
Health insurance and other ($250 per trimester)	$1,750.00–$3,000.00
Estimated student loan fees[4] 27 credit hour program ($230 per trimester)	$1,606.00

Estimated student loan fees[4] 35 credit hour program ($233 per trimester)	$1,633.00
Estimated student loan fees[4] 60 credit hour program ($214 per trimester)	$2,569.00

[1]Cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Transitional Doctor of Physical Therapy (tDPT)

This program is not enrolling new students.

Tuition for required and elective courses is $698/credit hour, and courses within a certification (and for which seminar fees are charged separately) bear a per credit hour charge of $283. Price does not include seminar fee ($1,415 per seminar) or travel to seminars. Clinical integration coursework for the bachelor's degree student is comprised of a series of five courses (totaling 38 credits) that cost $200 per course. Students entering with a bachelor's degree complete 60 credit hours and those entering with a master's degree complete 24 credit hours.

Tuition and Fees[1]	**All Students**
Tuition – 24 credit hour program approximately	$14,677.00–$16,752.00
Tuition – 60 credit hour program approximately	$14,281.00–$16,356.00
Books and school expenses	$1,000.00
Technology fee ($1,200 per year)	$2,800.00–$4,800.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022) 24 credit hour program[2]	$45.00–$50.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022) 60 credit hour program[2]	$47.50–$52.50
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024) 24 or 60 credit hour program[2]	$0.00
Graduation fee for all students (regalia not included)	$100.00

Optional custom regalia (estimate)	$650.00
Estimated Living Expenses[3]	
Housing and food ($2,613–$5,183 per trimester)	$18,290.00–$62,196.00
Transportation ($995 per trimester)	$6,965.00–$11,940.00
Health insurance and other ($250 per trimester)	$1,750.00–$3,000.00
Estimated student loan fees 24 credit hour program[4] ($206 per trimester)	$1,396.00–$1,442.00
Estimated student loan fees 60 credit hour program[4] ($182 per trimester)	$2,139.00–$2,184.00

[1]Cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Master of Health Administration (MHA)

This program is not currently enrolling new students.

Tuition for all courses is $901/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 37 credit hour program approximately	$33,346.00
Books and school expenses	$996.00
Technology fee ($1,200 per year)	$2,400.00
Lab fee (only if registered in ATP 7255 course)	$200.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)[2]	$90.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)[2]	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($2,613–$5,183 per trimester)	$15,677.00–$31,098.00
Transportation ($995.67 per trimester)	$5,970.00

Health insurance and other ($250 per trimester)	$1,500.00
Estimated student loan fees[4] ($276 per trimester)	$1,657.00

[1]Cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Master of Health Science (MHS)

This program is not currently enrolling new students.

Tuition for all courses not involving a separate seminar is $613/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 36 credit hour program approximately	$22,076.00
Books and school expenses	$996.00
Technology fee ($1,200 per year)	$2,400.00
Lab fee (only if registered in ATP 7255 course)	$200.00
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)[2]	$62.50
California Student Tuition Recovery Fund (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)[2]	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($2,613–$5,183 per trimester)	$15,677.00–$31,098.00
Transportation ($995.67 per trimester)	$5,970.00
Health insurance and other ($250 per trimester)	$1,500.00
Estimated student loan fees[4]($235 per trimester)	$1,409.00

[1]Cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120.[3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Doctor of Education (EdD)

Tuition for all courses not involving a separate seminar is $865/credit hour for students starting the program in Spring 2022 term or after and $650 for current students enrolled prior to Spring 2022.

Tuition and Fees[1]	Current Students Enrolled prior to Spring 2022	New Students Enrolled as of Spring 2022
Tuition – 60 credit hour program approximately	$39,102.00	$51,926.00
Books and school expenses	$1,065.00	$923.00
Technology fee ($1,350 per year)	$6,750.00	$5,400.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$115.00	$142.50
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00	$0.00
Graduation fee for all students (regalia not included)	$100.00	$100.00
Optional custom regalia estimate	$650.00	$650.00
Estimated Living Expenses[3]		
Housing and food ($2,613–$5,183 per trimester)	$39,195.00–$77,745.00	$31,356.00–$62,196.00
Transportation ($995 per trimester)	$14,925.00	$11,940.00
Health insurance and other ($250 per trimester)	$3,750.00	$3,000.00
Estimated student loan fees[4] ($210 or $248 per trimester)	$3,153.00	$2,978.00

[1]Cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Graduate Certificates

Tuition for all courses is $901/credit hour.

Tuition and Fees[1]	All Students
Tuition – approximately 12 credit hour program	$10,815.00

Books and school expenses	$996.00
Technology fee ($800 per year)	$800.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$30.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Estimated Living Expenses[3]	
Housing and food ($2,613–5,183 per trimester)	$5,226.00–$10,366.00
Transportation ($995 per trimester)	$1,990.00
Health insurance and other ($250 per trimester)	$500.00
Estimated student loan fees[4] ($280 per trimester)	$560.00

[1]Cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

School of Nursing

RN-Master of Science in Nursing (MSN), FNP Specialization

Tuition for all courses is $864/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 59 credit hour program approximately	$50,998.00
Books and school expenses	$2,120.00
Technology fee ($1,800 per year)	$6,000.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$105.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00

Estimated Living Expenses[3]	
Housing and food ($2,613–$5,183 per trimester)	$26,130.00–$51,830.00
Transportation ($995 per trimester)	$9,950.00
Health insurance and other ($1,197 per trimester)	$11,970.00
Estimated student loan fees[4] ($286 per trimester)	$2,870.00

[1]Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

RN-Master of Science in Nursing (MSN), AGNP Specialization

This program is not currently enrolling new students.

Tuition for all courses is $801/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 64 credit hour program approximately	$51,278.00
Books and school expenses	$1,420.00
Technology fee ($1,800 per year)	$6,000.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$135.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($2,613–$5,183 per trimester)	$26,129.00–$51,830.00
Transportation ($995 per trimester)	$9,950.00
Health insurance and other ($1,197 per trimester)	$11,970.00
Estimated student loan fees[4] ($285 per trimester)	$2,860.00

[1]Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

RN-Master of Science in Nursing (MSN), PMHNP Specialization

Tuition for all courses is $801/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 64 credit hour program approximately	$51,278.00
Books and school expenses	$1,100.00
Technology fee ($1,800 per year)	$6,600.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$137.50
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($2,613–$5,183 per trimester)	$28,742.00–$57,013.00
Transportation ($995 per trimester)	$10,945.00
Health insurance and other ($1,197 per trimester)	$13,167.00
Estimated student loan fees[4] ($274 per trimester)	$3,025.00

[1]Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Master of Science in Nursing (MSN), Non-NP Specializations

Tuition for all courses is $701/credit hour.

Tuition and Fees[1]	All Students
Tuition – 36 credit hour program approximately	$25,242.00
Books and school expenses	$996.00
Technology fee ($1,800 per year)	$3,600.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$62.50
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($2,613–$5,183 per trimester)	$15,677.00–$31,098.00
Transportation ($995 per trimester)	$5,970.00
Health insurance and other ($1,197 per trimester)	$7,182.00
Estimated student loan fees[4] ($265 per trimester)	$1,587.00

[1]Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Master of Science in Nursing (MSN), FNP Specialization

Tuition for all courses is $864/credit hour.

Tuition and Fees[1]	All Students
Tuition – 50 credit hour program approximately	$43,220.00
Books and school expenses	$2,544.00
Technology fee ($1,800 per year)	$4,800.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00

California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$87.50
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($2,613–$5,183 per trimester)	$20,903.00–$41,464.00
Transportation ($995 per trimester)	$7,960.00
Health insurance and other ($1,197 per trimester)	$9,576.00
Estimated student loan fees[4] ($295 per trimester)	$2,368.00

[1]Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Master of Science in Nursing (MSN), PMHNP Specialization

Tuition for all courses is $801/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 55 credit hour program approximately	$44,065.00
Books and school expenses	$2,862.00
Technology fee ($1,800 per year)	$5,400.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$117.50
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($2,613–$5,183 per trimester)	$23,516.00–$46,647.00
Transportation ($995 per trimester)	$8,955.00

Health insurance and other ($1,197 per trimester)	$10,773.00
Estimated student loan fees[4] ($284 per trimester)	$2,566.00

[1]Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Master of Science in Nursing (MSN), AGNP Specialization

This program is not currently enrolling new students.

Tuition for all courses is $801/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 55 credit hour program approximately	$44,065.00
Books and school expenses	$2,544.00
Technology fee ($1,800 per year)	$4,800.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$115.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Estimated Living Expenses[3]	
Housing and food ($2,613–$5,183 per trimester)	$20,903.00–$41,464.00
Transportation ($995 per trimester)	$7,960.00
Health insurance and other ($1,197 per trimester)	$9,576.00
Estimated student loan fees[4] ($297 per trimester)	$2,386.00

[1]Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live

off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

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

Tuition for all courses is $1033/credit hour.

Tuition and Fees[1]	All Students
Tuition – 64 credit hour program approximately	$66,088.00
Books and school expenses	$1,000.00
Technology fee ($1,800 per year)	$6,000.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$137.50
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Optional custom regalia estimate	$650.00
Estimated Living Expenses[3]	
Housing and food ($2,613–$5,183 per trimester)	$26,129.00–$51,830.00
Transportation ($995 per trimester)	$9,950.00
Health insurance and other ($1,197 per trimester)	$11,970.00
Estimated student loan fees[4] ($314 per trimester)	$3,144.00

[1]Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Doctor Nursing Practice (DNP), FNP Specialization (BSN-Entry)

Tuition for all courses is $1053/credit hour.

Tuition and Fees[1]	All Students
Tuition – 71 credit hour program approximately	$74,784.00

Books and school expenses	$2,544.00
Technology fee ($1,800 per year)	$7,200.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$160.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Optional customer regalia estimate	$650.00
Estimated Living Expenses[3]	
Housing and food ($2,613–$5,183 per trimester)	$31,355.00–$62,196.00
Transportation ($995 per trimester)	$11,940.00
Health insurance and other ($1,197 per trimester)	$14,364.00
Estimated student loan fees[4] ($310 per trimester)	$3,731.00

[1]Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Doctor Nursing Practice (DNP) (MSN-Entry)

Tuition for all courses is $1033/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 42–52 credit hour program approximately	$43,371.00–$53,716.00
Tuition (USAHS MSN alumni tracks) – 22–30 credit hour program approximately	$22,718.00–$30,979.00
Books and school expenses (42–52 credit hour program)	$994.00
Books and school expenses (USAHS MSN alumni tracks)	$568.00
Technology fee ($1,800 per year) (42–52 credit hour program)	$4,200.00
Technology fee ($1,800 per year) (USAHS MSN alumni tracks)	$2,400

Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022) (42–52 credit hour program)	$92.50
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022) (USAHS MSN alumni tracks)	$45.00–$60.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024) (42–52 credit hour program and MSN alumni track)	$0.00
Graduation fee for all students (regalia not included)	$100.00
Optional custom regalia estimate	$650.00
Estimated Living Expenses[3]	
Housing and food ($2,613–$5,183 per trimester)	$18,290.00–$36,281.00
Housing and food ($2,613–$5,183 per trimester, USAHS MSN alumni tracks)	$10,452.00–$20,732.00
Transportation ($995 per trimester)	$6,965.00
Transportation ($995 per trimester, USAHS MSN alumni tracks)	$3,980.00
Health insurance and other ($1,197 per trimester)	$8,379.00
Health insurance and other ($1,197 per trimester, USAHS MSN alumni tracks)	$4,788.00
Estimated student loan fees[4] ($307 per trimester)	$2,146.00
Estimated student loan fees[4] ($297 or $340 per trimester, USAHS MSN alumni tracks)	$1,186.00–$1,358.00

[1]Student may incur additional costs for their program, including but not limited to costs associated with intensives, practica, and/or optional immersions. Further, cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Post Graduate Nursing Certificates, Non-NP Specializations

Tuition for all courses is $801/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 12 credit hour program approximately	$9,614.00

Books and school expenses	$666.00
Technology fee ($1200 per year)	$1200.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$25.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Estimated Living Expenses[3]	
Housing and food ($2,613–$5,183 per trimester)	$5,226.00–$10,366.00
Transportation ($995 per trimester)	$1,990.00
Health insurance and other ($1,197 per trimester)	$2,394.00
Estimated student loan fees[4] ($281 per trimester)	$562.00

[1]Cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Post Graduate Nursing Certificate, FNP Specialization

Tuition for all courses is $801/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 31 credit hour program approximately	$24,836.00
Books and school expenses	$1,590.00
Technology fee ($1,350 per year)	$3,000.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$65.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Estimated Living Expenses[3]	
Housing and food ($2,613–$5,183 per trimester)	$13,065.00–$25,915.00
Transportation ($995 per trimester)	$4,975.00
Health insurance and other ($1,197 per trimester)	$5,985.00
Estimated student loan fees[4] ($285 per trimester)	$1,438.00

[1]Cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Post Graduate Nursing Certificate, PMHNP (Non-APRN/Non-NP Entry)

Tuition for all courses is $801/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 37 credit hour program approximately	$29,643.00
Books and school expenses	$1,908.00
Technology fee ($1,800 per year)	$3,600.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$77.50
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Estimated Living Expenses[3]	
Housing and food ($2,613–$5,183 per trimester)	$15,678.00–$31,098.00
Transportation ($995 per trimester)	$5,970.00
Health insurance and other ($1,197 per trimester)	$7,182.00
Estimated student loan fees[4] ($285 per trimester)	$1,720.00

[1]Cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

Post Graduate Nursing Certificate, PMHNP (APRN/NP Entry)

Tuition for all courses is $801/credit hour.

Tuition and Fees[1]	**All Students**
Tuition – 28 credit hour program approximately	$22,433.00
Books and school expenses	$1,590.00

Technology fee ($1,800 per year)	$3,000.00
Comprehensive background check (criminal background, drug screen, fingerprints)	$130.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2022)	$60.00
California Student Tuition Recovery Fund[2] (STRF) (nonrefundable, one-time fee determined by rate as of April 1, 2024)	$0.00
Estimated Living Expenses[3]	
Housing and food ($2,613–$5,183 per trimester)	$13,065.00–$25,915.00
Transportation ($995 per trimester)	$4,975.00
Health insurance and other ($1,197 per trimester)	$5,985.00
Estimated student loan fees[4] ($275 per trimester)	$1,387.00

[1]Cost of living expenses are estimates and are not paid to USAHS. [2]Students whose local address on record is located in California at the time tuition is first charged are responsible for paying this one-time fee, pursuant to California Code of Regulations §76120. [3]Figures are based on the potential expenses a typical student may incur for the identified campus and program. Indirect discretionary personal expenses are provided for budgeting purposes and are only estimates. Costs vary based on whether students live off-campus or remain in their personal residence. [4]Actual loan fees are calculated on an individual basis depending on the amount of loans borrowed.

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, students should contact the Bursar's Office to have the hold removed. Students failing to pay tuition greater than $500 within 60 calendar days into the term may be dismissed. Methods of payment include CashNet Payment Plan, guaranteed financial aid, and third-party sponsorship.

Accepted Methods of Payment

- Cash is not accepted.
- E-check (preferred payment option)
- Credit Card: Visa, MasterCard, Discover, American Express.
    - There is an additional fee of 2.5% for credit card payments.
- Check/Money Order
    - Made payable to **University of St. Augustine for Health Sciences**
    - Reference Student ID number on the check.
    - There is a $30 returned check fee should the bank not honor a personal check. If a check is not honored by the bank a second time, there is an additional $30 returned check fee and additional personal checks will not be accepted.

To make online payment, students can go to the MyUSA portal, Student Services tab, Bursar page, then Make a Payment.

Late Payment Fee

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

Financial Dismissal

Financial dismissal effectively withdraws a student from the University. Students who are financially dismissed must contact the Bursar's Office and arrange immediate payment. Students who are financially dismissed must apply for readmission and satisfy outstanding financial obligations to the University before reentering the program.

CashNet Tuition Payment Plan

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

CashNet offers the following payment plans:

4 Pay Plan: 4 equal monthly payments. The minimum dollar amount is $1,000.00.

8 Pay Plan: 8 equal monthly payments. The minimum dollar amount is $2,000.00.

12 Pay Plan: 12 equal monthly payments. The minimum dollar amount is $3,000.00.

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

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

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

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

Once a payment plan contract is set up, please notify the Bursar's Office 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

Student's Right to Cancel

Students may withdraw from a degree program at any time. Students wishing to withdraw from a program should first consult with their faculty advisor. Students who decide to withdraw from a program must complete the Program Withdrawal Form located on MyUSA, Student Services, Forms link and submit it to the Registrar's Office.

To withdraw from an individual seminar, contact the Continuing Education Office by phone at 904-826-0084, ext. 1400.

Cancellation and Tuition Refund Policy

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

Deposit Refund Policy

When notification of withdrawal from the University is submitted, the University retains the non-refundable $100 deposit in compliance with applicable state regulations according to the applicant's state of residence.

Notice of Cancellation

Students must notify the University in writing of the cancellation. All monies paid by an applicant other than matriculation fees (if required), books, supplies, materials, and kits that are not returnable from use are refunded if cancellation occurs within the first seven days of instruction.

Tuition Refund Policy

USAHS has an established add/drop period that is the first week (7 days) of each trimester. All tuition and fees charged to the student's account (other than the non-refundable deposit if required) are refunded to students or to student loans if the student withdraws from a program or a course within the add/drop period.

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

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

For students who withdraw from all classes during days 1–7 of the trimester (add/drop period), 100% of tuition (minus the non-refundable deposit, if required) is refunded to the student and/or to the loan provider. For students who withdraw from all classes after day seven but before more than 60% of the term has elapsed, the University calculates the refund using a percentage formula and returns the refund to the student and/or to the loan provider. If more than 60% of the term has elapsed, there is no refund.

Withdrawing from a Course

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

Step 1: The University determines the percentage of the enrollment period the student attended before withdrawing (days attended divided by total days in the period). If more than 60%, then no refund is due.
Step 2: The University determines the amount of tuition earned by the school by multiplying the total tuition/fee charged by the percentage of time enrolled.
Step 3: The University compares 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, the University determines the amount of funds that must be returned by subtracting the amount of tuition earned by the school from the amount received by the school.
Step 4: The University distributes the calculated amount as a refund to the student or the student loan provider.

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

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

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 Iowa Residents Enrolled prior to July 1, 2021

Student's Right to Cancel

Students may withdraw from a degree program at any time. Students who decide to withdraw from a program must complete the Program Withdrawal Form located on MyUSA, Student Services, Forms link and submit it to the Registrar's Office. To withdraw from an individual seminar, contact the Continuing Education Office by phone at 904-826-0084, ext. 1400.

Cancellation and Tuition Refund Policy

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

Notice of Cancellation

Students must notify the University in writing of the cancellation. All monies paid by an applicant other than books, supplies, materials, and kits that are not returnable from use are refunded if cancellation occurs within the first seven days of instruction. All monies Iowa residents prepay to the University for tuition are fully refunded to Iowa residents if the student never begins attendance in the term or course for which the student was charged.

Tuition Refund Policy

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

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

Withdrawing from a Program—Refund of Tuition after the Start of Trimester Courses: For students who withdraw from all classes during days 1–7 of the trimester (add/drop period), 100% of tuition/fees are refunded to the student and/or to the loan provider. After day 7, for students who withdraw from all classes before 60% of the term has elapsed, the University calculates the refund using a percentage formula and returns the refund to the student and/or to the loan provider. If more than 60% of the term has elapsed, there is no refund.

Withdrawing from a Course: For students who withdraw from one or more courses, but not the program, the refund is calculated under the same percentage formula as those withdrawing from a program.

Step 1: Determine the percentage of the enrollment period (calendar days) the student failed to complete as of the date of withdrawal (incomplete days divided by total days in the period). If more than 60%, no refund is due.
Step 2: Determine the amount of tuition charges to be refunded by multiplying the total tuition/fees charged by the percentage of time (calendar days) the student failed to complete.
Step 3: Distribute this calculated amount as a refund to the student or the loan provider.

For students who reside in Iowa and who withdraw due to physical incapacity and provide official documentation that physical incapacity is the reason they are not able to complete the course, the student is refunded the amount of tuition earned by the school by multiplying the total tuition/fees charged by the percentage of time (calendar days) the student failed to complete in the period for which the student was charged.

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

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

Tuition Refund Policy for Iowa Residents Enrolled on or after July 1, 2021

Student's Right to Cancel

Students may withdraw from a degree program at any time. Students who decide to withdraw from a program must complete the Program Withdrawal Form located on MyUSA, Student Services, Forms link and submit it to the Registrar's Office. To withdraw

from an individual seminar, contact the Continuing Education Office by phone at 904-826-0084, ext. 1400.

Cancellation and Tuition Refund Policy

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

Notice of Cancellation

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 14 days of instruction. All monies Iowa residents prepay to the University for tuition are fully refunded to Iowa residents if the student never begins attendance in the term or course for which the student was charged.

Tuition Refund Policy

USAHS has an established add/drop period for Iowa residents that is the first 14 days of each trimester. All tuition and fees are refunded to students or the student loan provider if a student within the Iowa add/drop period.

If a student withdraws from the program or a course after the 14-day add/drop period but prior to completion, the student may be eligible for a tuition refund in accordance with the following policy:

Withdrawing from a Program—Refund of Tuition after the Start of Trimester Courses: For students who withdraw from all classes during days 1–14 of the trimester (add/drop period), 100% of tuition/fees are refunded to the student and/or to the loan provider. After day 14, for students who withdraw from all classes before 60% of the term has elapsed, the University calculates the refund using a percentage formula that is not less than 95% of the amount of tuition charged multiplied by the ratio of the number of calendar days remaining in the school period to the total number of calendar days in the school period, and returns the refund to the student and/or to the loan provider. If more than 60% of the term has elapsed, there is no refund.

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

Step 1: Determine the percentage of the enrollment period (calendar days) the student attended before withdrawing (days attended divided by the total days in the period). If over 60%, then no refund is due.
Step 2: Determine the amount of tuition earned by school by multiplying the total tuition/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 school, determine the amount of funds that must be returned by subtracting the tuition earned by the school amount from the amount received by the school.
Step 4: Distribute this calculated amount as a refund to the student or to the student loan provider.

For students who reside in Iowa and who withdraw due to physical incapacity or, for a program that requires classroom instruction, due to the transfer of the student's spouse's employment to another city, and the student provides official documentation that physical incapacity or relocation for spouse's employment is the reason the student is not able to complete the course, the student is refunded by the amount of tuition earned by the school by multiplying the total tuition/fees charged by the percentage of time (calendar days) the student failed to complete in the period for which the student was charged.

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

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

Maryland Residents

Tuition Refund Policy for Maryland Residents

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

Proportion of Total Course, Program, or Trimester Completed as of Date of Withdrawal or Termination	Tuition Refund

Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to and including 60%	20% refund
More than 60%	No refund

Missouri Residents

Missouri Students Notice of Cancellation

Students residing in Missouri have the right to cancel enrollment for a program until midnight of the third business day after all parties have signed the enrollment agreement and to be provided a full refund of all money paid by the student toward tuition and fees.

Utah Residents

Utah Students Right to Cancel

Students residing in Utah have the right to cancel enrollment for a program and shall be provided a full refund of all money paid toward tuition and fees, including the $100 deposit, provided that the student cancels enrollment by midnight of the third business day after the day on which the student first attends USAHS. Please refer to the Tuition Refund Policy for additional details.

Wisconsin Residents

Wisconsin Tuition Refund Policy

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 toward 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

Provided a notice of cancellation has not been received by midnight of the third business day after all parties have signed the enrollment agreement, all tuition, fees, and cost of attendance (other than the $100 non-refundable deposit, if required) are refunded to students or to student loans if the student withdraws from a program or a course within the add/drop period.

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

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

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

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

Student Tuition Recovery Fund—California

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

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

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120-days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or another monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

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

Continuing Education Seminar Fee Refund Policy

See Continuing Professional Education.

Financial Aid Office

For financial aid information, visit Financial Assistance Information. Any inquiries or requests for information should be sent to the Department of Financial Aid Services, USAHS, 700 Windy Point Drive, San Marcos, CA,
92069; email: ContactFinancialAid@usa.edu; phone: 904-423-2010.

Financial Assistance Programs

USAHS has several resources to help students who qualify fund their education, including dedicated financial aid advisors. Although they are campus-based, every advisor is available to assist students at any point in the process. The department staff

are available to help students by email and telephone, and they offer a live webinar session each term. Regular office hours are 8:00 a.m. to 8:00 p.m. EST, Monday through Friday.

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 Progress Policy of USAHS**.** While USAHS does not offer Title IV financial aid for any term in which an accelerated learning course is taken without a full-term "anchor" course, other financing alternatives may be available. Please refer to the Financial Aid Office for additional information.

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

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

Students who have not submitted all admission requirements are not eligible to receive Title IV funds until those requirements are met. If a student obtains a loan to pay for an educational program, the student has the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and if the student has received federal student financial aid funds, the student is entitled to a refund of the money not paid from federal student financial aid program funds.

Direct Unsubsidized Loans (also known as Stafford Loans or Direct Stafford Loans): This is a federal loan that accrues interest while students are in school. The interest payments may be deferred for six months after graduation. Students may obtain up to $20,500 a year from the Stafford Loan. The current interest rate is 8.08% fixed with a 1.057% loan fee. Loans originated on or after October 1, 2022, and before October 1, 2024, 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 9.08% fixed with a 4.228% loan fee. Loans originated on or after October 1, 2022, and before October 1, 2024, 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, and tutors. Positions and requirements are posted at MyUSA, Student Worker Openings.

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

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

California Residents

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling 888-370-7589, Option #5, or by visiting https://osar.bppe.ca.gov/.

Washington State Residents

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

Satisfactory Academic Progress (SAP) and Financial Aid Eligibility

Federal regulations require that, to be eligible for and maintain assistance from any Federal Title IV student aid program, a student must be making satisfactory academic progress toward a certificate or degree. The Satisfactory Academic Progress

Policy details the requirements to maintain satisfactory academic progress and financial aid eligibility.

Financial Aid Verification Policy

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

If a student is selected for verification as an FWS recipient, they must submit the documents scheduled on their myFinAid page to Financial Aid Office. It is strongly recommended that students have a complete Financial Aid Application at least six weeks prior to the start of their program or renewal date of their existing loan, but students must complete the verification process within 30 days prior to the end of the term for funds to be processed for that term or financial aid award year. If students are required to submit tax information, they are required to submit an official IRS tax return transcript. Students can obtain an IRS Tax Return Transcript, free of charge, through: (1) Get Transcript ONLINE at www.irs.gov; (2) Get Transcript by MAIL at www.irs.gov; (3) automated telephone request 1-800-908-9946; or (4) paper request IRS Form 4506T-EZ. Students can obtain an IRS Verification of Non-Filing Letter by paper request using IRS Form 4506T at www.irs.gov/pub/irs-pdf/f4506t.pdf.

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

Upon reviewing verification documentation, the Financial Aid Office corrects the FAFSA if any information is reported in error. Students are notified by email if they must make a correction to their FAFSA or, as a result of completing the verification process, their expected family contribution (EFC) changes and results in a change to their award amount.

A student whose FAFSA information is selected for verification by the Department of Education must complete the verification process before the Financial Aid Office can

make any changes to the cost of attendance (COA) or to the values of the data items required to calculate the EFC.

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

Veteran's Benefits

The degree programs listed under each campus are approved by the State Approving Office for the training of veterans and other eligible persons for the programs offered on that campus. The list below reflects programs approved for the 2024–2025 academic year. Questions regarding benefits, enrollment certification, and the like, should be directed to the financial aid advisors in the Financial Aid Office who serve as VA points of contact.

San Marcos Campus
Master of Occupational Therapy
Doctor of Occupational Therapy
Doctor of Physical Therapy

St. Augustine Campus
Master of Occupational Therapy
Doctor of Occupational Therapy
Doctor of Physical Therapy

Austin Campus
Master of Occupational Therapy
Doctor of Occupational Therapy
Doctor of Physical Therapy
Master of Science in Speech-Language Pathology - *blended learning format*

Post-Professional Programs*
Master of Health Science
Master of Health Administration
Master of Science in Nursing
Transitional Doctor of Physical Therapy
Post-Professional Doctor of Occupational Therapy
Doctor of Education

Miami Campus
Master of Occupational Therapy
Doctor of Occupational Therapy
Doctor of Physical Therapy

Dallas Campus
Doctor of Occupational Therapy
Flex Doctor of Occupational Therapy
Doctor of Physical Therapy
Master of Science in Speech-Language Pathology - *blended learning format*

Doctor of Nursing Practice
Post-Graduate Nursing Certificates

** Programs approved by the California State Approving Agency for Veterans Education.*

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

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

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

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

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

Post-Professional Programs: The Post-Professional Transitional Doctor of Physical Therapy, Post-Professional Doctor of Occupational Therapy, Doctor of Education, Master of Health Administration, Master of Health Science, Master of Science in 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 the training of veterans and other eligible persons. Questions regarding

benefits, enrollment certification, and the like, should be directed to the certifying officer in the Financial Aid Office on the San Marcos, California campus.

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

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

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

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

Yellow Ribbon GI Education Program

Campus-based, entry-level campuses participate in the Yellow Ribbon Program for eligible Veterans.

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

Applications are accepted up to the following limitations.

- San Marcos, California, Campus: eight graduate students at $5,000.00 and four graduate students at $2,500.00
- St. Augustine, Florida, Campus: eight graduate students at $5,000.00 and four graduate students at $2,500.00
- Austin, Texas, Campus: eight graduate students at $5,000.00 and four graduate students at $2,500.00

- Miami, Florida, Campus: eight graduate students at $5,000.00 and four graduate students at $2,500.00

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

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

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

Loan Disbursements

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

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

Cost of Living Disbursements: When funding exceeds the charges for tuition and fees for the term, any remaining funds, or credit balances, are returned to the student within 10-14 days. It is recommended to make plans to cover living expenses for at least the first three weeks of each term without reliance on loans. Loans do not begin disbursing until after the add/drop period.

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

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

Additional Financial Assistance Information

All information submitted for securing a federal student loan is submitted to the National Student Loan Database System (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 NSLDS.

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

Educational costs of attending the institution are included in Tuition, Fees, and 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). Students authorizing the release of their educational records must sign and present a release form to the appropriate office with a photo ID to verify the authenticity of the release.

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

Student Loan Advising

To support the financial well-being of its students, program cost details and financial advising are available through the Financial Aid department and on the website under each academic program listing. The University strongly recommends student loan advising prior to applying for loans. The purpose of loan advising is to review financial management principles and loan options for students.

USAHS Scholarship Programs

Entry Level

USAHS offers scholarship opportunities to new students enrolling in the entry-level OT, PT, and SLP programs on the San Marcos, St. Augustine, Miami, Austin, and Dallas campuses. Scholarship awards are applied to tuition and fees only.

Students can learn more about requirements and how to apply at usa.edu/admissions-aid/financial-aid/.

The deadlines to apply for scholarships are as follows:

- Fall term: July 31
- Spring term: November 20
- Summer term: March 31

Post-Professional Tuition Reductions

USAHS provides several types of tuition reductions to all new students enrolling in the Post-Professional programs. For 2024–2025, the following tuition reductions are available:

- Post-Professional OTD: New students are eligible for a 20% tuition discount.
- Graduate Certificates: New students are eligible for a 10% tuition discount.
- Master of Science in Nursing (MSN): See the MSN program web page for information on tuition reductions.
- Doctor of Nursing Practice (DNP): See the DNP program web page for information on tuition reductions.

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

Safety, Security, and Technology

Security Policy

Reporting Emergency Situations and Security Concerns

Emergency situations involving a threat to life or property should be reported to the police (911) and communicated immediately thereafter to the University by calling campus security at the numbers below or 800-266-4357 (HELP). The University of St. Augustine for Health Sciences (USAHS) encourages all students, faculty, and staff to be involved in campus crime prevention.

- San Marcos: 760-407-4263
- St. Augustine: 904-466-4537
- Miami: 786-858-6785
- Austin: 512-565-3658
- Dallas: 817-320-2472

For instances of rape/sexual misconduct, please see Title IX and Sexual Misconduct Grievance Reporting Policy & Procedures.

If other types of improprieties occur, these should be reported immediately to the University by calling 800-241-1027. At that time, a report of the incident will be written and statements taken. Incident Report Forms are located on MyUSA, on the Student Services tab, Forms link.

Emergency and Safety Procedures

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

Medical Emergency

In a medical emergency, call 911 immediately and render first aid as able. Stay with the individual until emergency services arrive. Students who are injured should complete an Incident Report Form found at MyUSA, Students Services, Safety & Security, and file this form along with any other required forms with their 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 should 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 are alerted of any campus closures and other cancellations or delays via email, text message, and phone calls to their cell phone numbers. "All Clear" messages will alert the University community when it is safe to return to campus.

Natural Disaster Emergency

In the event of a natural disaster, such as a wildfire or earthquake evacuation, students (and family members) are asked to monitor the University website for any cancellation or restart dates and times. Further information will be provided by faculty and/or staff at the time of the emergency. Information about reopening will also be provided via the University voice mail system by calling the main number: (800) 241-1027.

Safety on Campus

Certain safeguards are in place to ensure as safe of an environment as possible. These safety features include the following:

- In case of a campus emergency, all students are notified via the emergency communication system.
- Exterior building doors are routinely kept locked, and access is available only to those with appropriate card access; however, this does not impact emergency egress.

- Talk-A-Phones/Blue Light Emergency Phones are located throughout the parking lots and University grounds on the San Marcos, St. Augustine, and Austin campuses for emergency use.
- A security guard is available on each campus, including designated weekends when the campus is open for student access. The hours on each campus our Sunday–Saturday, 6:30 a.m. to 10:30 p.m., local time.
- All faculty, staff, and students are expected to wear ID badges at all times.
- Emergency contacts and evacuation plans are posted in all classrooms and student/employee meeting areas. Telephones are available in all classrooms.
- Security phone numbers are located on the back of each student ID. Students also should save their campus' security phone number in their cell phone. Security guard phone numbers are as follows:
    - San Marcos: 760-407-4263
    - St. Augustine: 904-466-4537
    - Miami: 786-858-6785
    - Austin: 512-565-3658
    - Dallas: 817-320-2472
- To provide for the safety and security of students, employees, visitors and the facilities at USAHS, only authorized visitors are allowed on campus.
    - To be an authorized visitor, the visitor must be accompanied by a hosting student or employee and is required to register with the USAHS security desk prior to being allowed to enter the student or work areas. The hosting student or employee is responsible for the behavior of their visitor.
    - Authorized visitors are allowed on campus daily between the hours of 8 a.m. and 5 p.m. local time unless otherwise preapproved.
    - Other than University-sponsored events or campus events that include guest attendance, an acceptable time for any visitor on campus is generally less than one hour, as any longer time is not conducive to the productivity in the academic or work environment and is to be avoided.
- To ensure student safety on campus, each student should be personally responsible and observe the following:
    - Be alert to unsafe situations and reporting them immediately to University employees.
    - Keep the exterior doors closed and/or locked (do not prop doors open).

- Do not allow non-University individuals to enter the building when entering or exiting.
- Report lost/stolen card access ID badges immediately to the customer service coordinator,
- Do not walk to cars alone after dark; use the buddy system, especially when personal safety may be threatened.
- Do not entering any situation or location that feels threatening or unsafe, and
- Do not leave valuables in plain sight in vehicles; lock 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 imposes sanctions on students and/or employees for violation of the standards of conduct consistent with local, state, and federal laws. Sanctions may include disciplinary action up to and including dismissal and referral for prosecution. Sanctions for employees may include disciplinary action up to and including termination of employment.

Alcohol Policy

USAHS complies with appropriate state statutes and city ordinances dealing with the consumption of alcoholic beverages on USAHS premises and at any function in which USAHS' name is involved. Students and their guests who consume any alcoholic beverage on campus or at an event sponsored by USAHS or any entity of USAHS must be at least 21 years of age and must be able to furnish proof of age at the event. USAHS and its agents reserve the right to refuse to serve alcoholic beverages to anyone who is

visibly intoxicated or whose behavior, at the sole discretion of USAHS and its agents, warrants the refusal of service. Any individual who arrives at a USAHS function either on- or off-campus in a visibly intoxicated state may, at the sole discretion of USAHS or its agents, be denied entrance to the event.

Drug and Alcohol Counseling

Students who desire drug and alcohol abuse counseling should contact the Manager of Student Wellness at wellness@usa.edu so that a referral to the appropriate agency may be made. Students may also refer to the Drug and Alcohol Abuse Prevention Program located on the MyUSA portal, Student Services tab as well as at www.usa.edu/legal/alcohol-drug-abuse-prevention-program/.

Tobacco Policy

USAHS is a smoke- and tobacco-free environment. Smoking, vaping, or the use of smokeless tobacco is not permitted on any University campus.

Prohibited Weapons Policy

USAHS desires to maintain a safe environment for all students, faculty members, staff members, contractors, and visitors. This policy seeks to reduce the risk of injury or death associated with the intentional or accidental use of weapons.

The possession, transfer, sale, or use of weapons, dangerous instruments, or paraphernalia associated with a weapon is prohibited on University premises. This includes those licensed to carry a weapon, except as provided by the law of the state in which the USAHS campus is located. (Please refer to local state law as these vary from state to state.) This restriction includes but is not limited to University grounds, offices, classrooms, University-sponsored events, and vehicles being used to conduct University business. The possession of weapons is prohibited at all times while conducting University business. This policy applies to all students, faculty, and staff of the University, and violation may result in discipline up to and including termination of employment or expulsion. Where appropriate, University officials will report the transfer, sale, or use of weapons or dangerous instruments to local law enforcement authorities.

Definitions

The University prohibits any weapon, including the following:

- firearms (including concealed handguns and BB guns, whether loaded or unloaded);

- knives (including switchblades, stilettos, swords, etc.);
- police batons or nightsticks;
- all martial arts weapons;
- electronic defense weapons, except as provided by law; and
- any other dangerous instrument.

A "dangerous instrument" is defined as any instrument, article, or substance that, under immediate circumstances, is capable of causing death or physical injury. Any member of the campus community who has a question about whether an instrument, article, or substance is considered a weapon in violation of this policy should ask for clarification from appropriate University officials (supervisors, academic department heads, etc.) prior to bringing the instrument, article, or substance onto University premises. Exceptions to the Prohibited Weapons policy must be approved beforehand by a representative of the President's Office. Any weapon on University premises may be confiscated. There is no reasonable expectation of privacy with respect to weapons on campus, and desks, workstations, offices, lockers, bags, briefcases, files, etc. may be subject to reasonable security searches.

If suspicious behavior is observed, it should be reported immediately to a supervisor, program director, or campus security.

Privacy Policy

USAHS is committed to respecting students' privacy. The Privacy Policy located at https://www.usa.edu/legal/privacy-policy/ describes what information USAHS collects from students and how USAHS uses this information. The University reserves the right to change this Privacy Policy at any time and without notice by posting such changes to the University website. Any such change will be effective immediately upon posting.

Questions regarding this policy or comments concerning the website should be directed to the University by sending an email to privacy@usa.edu.

Acceptable Internet Use

The University's Acceptable Internet Use policy explains fair use of the network (Internet/computers/phone) and holds the University harmless in order to protect the University, its employees, and students should a virus or other event occur as a result of using the network.

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 the computer. The University takes no responsibility in any type of damage that may occur to a user's computer while accessing University services (wireless or other).

All users of the Internet at USAHS are expected to use this resource in a responsible and courteous manner, consistent with the purposes for which it is provided, and to follow all Internet-related rules, regulations, and procedures established for its use.

The University provides users with access to the Internet. The Internet offers access to many valuable local, national, and international sources of information. However, not all sources provide accurate, complete, or current information.

The University makes no warranty, expressed or implied, for the timeliness, accuracy, or usefulness for a particular purpose of information accessed via the Internet. The University cannot regulate the nature or content of the information accessed nor the availability of any given Internet site. The University network/services must be used only for lawful purposes. Transmission, distribution, or storage of any information, data, or material in violation of United States or state regulation or law, or by the common law, is prohibited. This includes, but is not limited to, material protected by copyright, trademark, trade secret, or other intellectual property rights.

Storage of personal items (i.e., not work-related) such as music, videos, pictures, emails, and documents on the University server or individual computers is not an acceptable use of University resources.

Responsible use of the Internet at USAHS includes:

- Using the University's Internet resources for educational and informational purposes only.

- Respecting intellectual property rights by making only authorized copies of the copyrighted or licensed software or data residing on the Internet.
- Refraining from attempts to codify or gain access to files, passwords, or data belonging to others, and by not seeking disallowed access to any computer system via the Internet.
- Refraining from illegal or unethical use of the Internet.
- Refraining from damaging or altering the configuration of the equipment used to access the Internet at the University.
- Refraining from altering or damaging software or data residing on the Internet.
- Refraining from the deliberate propagation of computer worms and viruses.

Guidelines for Internet Use

The University provides individual Internet email accounts for all degree-seeking students. All University communication will be through the University email address.

Failure to use the Internet appropriately, legally, and responsibly will result in

- suspension or termination of a student's University account,
- a referral to the Professional Misconduct Committee or Human Resources for harassment, or
- referral to the respective Program Director for further disciplinary action.

Use of File Transfer between Personal and USAHS Computers

Inherent risks are present with Internet use. Virus spyware and malware are easily hidden on commonly used web pages and email—even when visiting a URL that may have been safe previously. It is required that those who transfer files between personal computers and devices and institutional computers and devices have a good antivirus/anti-malware application installed on their personal computer or device. 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 the operating system up to date with all security patches and service packs. Firewall software is also recommended. Using updated security patches and service packs and firewall software can prevent attacks on the wireless network.

It is prohibited and unlawful to deploy a wireless network that mimics the name of any University Service Set Identifier (SSID). If a wireless access point is being used by any student or any other person on the University's grounds that mimics or attempts to mimic University wireless SSIDs, it will be confiscated and used as evidence in legal proceedings.

By signing on to the wireless network, users accept the rules and regulations of the University AUP. Additionally, users agree the University is not responsible for security breaches or virus damage that may occur to personal computers or devices while accessing the University wireless network. University IT support and help desk personnel are not authorized to evaluate or repair student computers or devices.

Social Networking—Acceptable Use

Social media platforms are invaluable tools for communication and engagement. The following guidelines are designed to minimize the inherent risks associated with the use of social media platforms.

Students should limit the use of social networking to their personal computers or devices as most sites are known to have malicious software associated with at least part of the website.

Students are strongly encouraged to review their Privacy Settings in each platform 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 but not limited to Internet forums, blogs, and microblogs, online profiles, wikis, podcasts, pictures and videos, email, instant messaging, music-sharing, and voice over IP. Examples of social media applications are LinkedIn, Facebook, Instagram, TikTok, Wikipedia, YouTube, Twitter, Yelp, Flickr, Second Life, Yahoo groups, WordPress, ZoomInfo.

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 Copyright Policy for detailed information applicable to users of the University computer network.

University computer networks are not to be used for the reproduction and/or distribution of copyrighted music, movies, television shows, pictures, or software through P2P networks.

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 is provided to incoming students in the Catalog/Handbook, and additional information on copyright is readily available through the University library web page in the "Copyright" section.

Student violation of copyright laws or policy is considered academic misconduct and will be subject to disciplinary action through the Professional Misconduct Committee. Under U.S. Copyright Law, a copyright owner who has been the victim of copyright infringement is entitled to recover actual damages and profits from the infringer or statutory damages of up to $30,000 per violation. The copyright owner has the right to permanently enjoin the infringer from further infringing activities. Willful infringement can result in criminal penalties, including imprisonment and significant fines.

What Copyright Laws Protect

Copyright laws protect any work that requires creative effort, is original, and is set down in a tangible medium of expression. This ensures that the author of creative intellectual work is rewarded for the effort and promotes creativity. Only the copyright holder of a work may sell or transfer the 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 is 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 is 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.

This policy is provided to each incoming student as a part of the Catalog/Handbook. Students are therefore expected to be 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 by initiating a report directly to the Professional Misconduct Committee.

Students found to have engaged in the unauthorized distribution of copyrighted materials will be referred to the Professional Misconduct Committee for disciplinary action and could be expelled from the University.

Additionally, USAHS responds to Digital Millennium Copyright Act (DMCA) notices, which are immediately escalated to USAHS' legal team for investigation and action. If the materials in question are determined by the legal department to be infringing, the Information Technology department is notified and action is taken that can include either the removal of the infringing materials from USAHS' network or the blocking of the infringer's network access. The infringer is notified and reminded of USAHS' Code of Conduct. Repeated violations can result in dismissal.

Additional Information and Assistance

Copyright is a very complex area of the law, even for experts, so if there are questions, consult the many resources available or consider contacting legal counsel. Useful information on the basics of copyright and educational exceptions can be found on the "Copyright" section of the University Library web page.

All members of USAHS are encouraged to familiarize themselves with copyright basics and to utilize resources for Fair Use evaluation regularly in conjunction with this policy when making copyright judgments.

Student Property Rights to Inventions, Techniques, and Materials

Any inventions, techniques, materials, or processes or ideas in whole or in part conceived or made by a student which are made through the use of any of USAHS's equipment, facilities, trade secrets, money, or time shall belong exclusively to USAHS, unless a waiver has been approved.

Cell Phone Use on Campus

- Ringer should be turned *off* during class or labs.
- No text messaging is allowed during class or labs.
- Cell phone/tablet camera, audio, or video recording may not be used during class or labs unless permission is given by the instructor.
- Cell phones and cameras are to be stored in book bags or other secure locations during exams or exam review sessions and should have the ringer 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.
- When talking on cell phones in hallways, students should be courteous and keep their voices down or move to a quiet area.
- No cell phone conversations are permitted and phones should be placed on silent when in the library or quiet-study-zone areas.

Student Identity Verification

Students are required to verify their identities to participate in campus-based and online activities.

Students must always wear a university-issued student identification badge while on campus or participating in University events.

All students must use a unique username and password to access the MyUSA portal and Blackboard learning management system.

Students must adhere to proctoring requirements and be seen, identified, and verified prior to receiving testing materials.

All programs have a built-in physical presence that allows for verification of personal identity and student work through residencies, seminars, comprehensive examinations,

online video components, capstone and dissertation presentations, and internship, fieldwork, and clinical experiences.

ID Badges

MOT, MS-SLP, DPT, OTD

Students receive a student identification badge that includes the student's photograph, name, and year of enrollment. Photos 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, including during clinical education and in clinical settings. The University may charge, if the local laws allow, a fee for replacement badges. All badges remain active for 30 days after degrees are conferred to enable students to utilize the library.

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

Students on campus for a seminar/residency receive a temporary name badge on the first day of the seminar/residency that provides 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, students should email the program coordinator and include a passport-type photo. Note: Badges enable students to access only the University's library. When the badge is complete and ready for pick up, the program coordinator contacts the student by email to arrange delivery or pickup. The student must provide a photo ID for verification.

Identification badges must be worn while on University property or while engaged in any University-related event, including during clinical education and in clinical settings. The University may charge, if the local laws allow, a fee for replacement badges. The badge remains active for 30 days after degrees are conferred to enable students to utilize the library. Students who are visiting a campus and are not attending a seminar/residency or do not have a student identification badge must stop at the lobby and sign in as a visitor.

Email Account

Each USAHS student is provided a University email address. Students should begin monitoring the account as soon as possible but no later than the first day of classes. Students must use USAHS email for all school-related business with faculty, support staff, and other students at USAHS. University administration formally communicates

with students using students' USAHS email address, and the University frequently uses email to send important announcements and information. Students are expected to be able to reply and interact in a timely manner. Students must use USAHS email for all school-related business. USAHS departments formally communicate with students using the USAHS email address.

All students should identify the program in which they are enrolled in their email signature. Students who are enrolled in an entry-level program should use only the appropriate designator for a student (SPT, OTS, etc.) in their USAHS-related communications as determined by their profession and program. 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. They should plan on checking email frequently and set up an electronic filing system for messages. Students should delete messages that have been resolved and save attachments to a designated area on a hard drive.

Students should also remember to frequently check the spam or junk mailboxes. Sometimes University emails (.edu addresses) are identified as spam and important information is missed because the email message is not in the usual inbox.

MyUSA Portal

MyUSA is a web portal for the USAHS community. It is accessible at my.usa.edu. Certain tabs (sections) of the portal are accessible to all while others require the appropriate USAHS single sign-on (SSO) credentials.

Students use the MyUSA portal to access grades and forms, update personal information, view schedules, and financial account information, utilize library resources, register for distance education courses, order transcripts, and much more.

Technology Requirements

Each USAHS Residential student is required to have a laptop computer that can access the University's wireless network for course notes, exams, and the online course platform. Flex, Hybrid Immersion, and Post-Professional students are required to have daily access to a computer with reliable high-speed Internet and video camera.

Most new or recently manufactured computers will easily meet or exceed the requirements.

Laptop/Computer Requirements

Operating System	Windows 10 or later
Processor	Intel Core i5 or AMD Ryzen 5 or better
OR	
Operating System	MacOS 10.14 (Mojave) or later; MacOS 10.12 (Monterey) or later recommended if using ExamSoft platform
Processor	Intel Core i5 or Apple M1 chip or better
Memory	8 GB required / 16 GB or more recommended
Hard Disk Storage	500 GB or more
Webcam	Internal or External web camera (1280×720 resolution)
Internet	Download speeds > 1.5Mbps and upload speeds > 1Mbps

Microsoft Office is the preferred office suite. Students can access Microsoft Office Online apps and Microsoft OneDrive using their USAHS email login. Students can quickly create and save new Office documents when signed into Office 365.

The campus supports 802.11g/n/ac wireless standards. In order to successfully connect to the wireless network while on campus, the computer or tablet will need to conform to the 802.11g/n/ac standards.

Students must be sure the computer has reliable antivirus software installed. Microsoft Security Essentials (free) and Norton and Trend Micro (paid) are some common offerings, but there are many excellent free antivirus solutions also available on the Internet. Please be aware that sharing files or using the internet without an antivirus solution makes the computer extremely susceptible to viruses.

Students who are buying a new computer should consider getting one with a three-year factory (not third-party) warranty. Laptop parts are fragile and many are brand-specific. They often need factory servicing because of their proprietary parts.

Textbooks

Textbooks are the responsibility of the learner. Not all courses require textbooks (refer to the course syllabus). Book lists are available on MyUSA. Student Services provides a book list to incoming, first-term MOT, OTD, DPT, and MS-SLP students prior to the start of classes.

Photocopying/Printing

All campuses offer photocopiers, scanners, and printers for student use in the Library at no cost to students. Full details on procedures are available on the Library's Printing, Copying, and Scanning page. Refer to the Copyright Policy to avoid reproducing materials inappropriately.

College of Rehabilitative Sciences

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

The College of Rehabilitative Sciences strives 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 are developed with an in-depth understanding of the educational needs of students—how they will best retain the information provided to them and the ease of accessibility to key University support services and staff to offer assistance along the way. Lab classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive distance activities and augmented by in-class discussions. Clinical experiences, practica, and fieldwork experiences occur at sites located in the United States and, on a limited basis, internationally.

Contact Information

Regular meetings are scheduled with student body representatives, but if students have any questions regarding the catalog or any other activities, they may email, call, or make an appointment to stop by the administration offices.

Brian Goldstein, PhD, CCC-SLP President and Chief Academic Officer bgoldstein@usa.edu, ext. 5277	
Brian Goldstein, PhD, CCC-SLP Interim Associate Dean, PT Programs bgoldstein@usa.edu, ext. 5277	Lynn Kilburg, DSHc, MBA, OTR/L Interim Associate Dean, OT Programs lkilburg@usa.edu, ext. 55727
San Marcos Campus	
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James (Jim) Mathews, PT, DPT, PhD, MBA Associate Program Director,	Christina Gildersleeve-Neumann, PhD, CCC-SLP Associate Program Director, MS-SLP

Flex DPT Program jmathews@usa.edu, ext. 2407	Program cgildersleeve-neumann@usa.edu, ext. 25380
St. Augustine Campus	
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Tammy Marcin, PT, DPT, EdD, MBA Associate Program Director, Flex DPT Program tmarcin@usa.edu, ext. 1626	Jennifer Crowder, PhD, OTR/L Program Director, PPOTD jcrowder@usa.edu, ext. 1315
Lizzette Roman-Marrero, PhD, CCC-SLP Associate Program Director, MS-SLP Program lromanmarrero@usa.edu, ext. 13660	
Miami Campus	
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Austin Campus	
Chris Wise, PT, DPT, PhD, OCS, FAAOMPT, MTC, ATC Program Director, DPT Program cwise@usa.edu	Eric Hicks, PhD, MS, OTR Program Director, OT Programs ehicks@usa.edu, ext. 3440
Kunal Singhal, PT, PhD Associate Program Director, Flex DPT Program ksinghal@usa.edu, ext. 3175	Christine Fiestas, PhD, CCC-SLP Associate Program Director, MS-SLP Program cfiestas@usa.edu, ext. 3271
Dallas Campus	
Thomas Werner, PT, MA, PhD Program Director, DPT Program twerner@usa.edu, ext. 5740	Keith McWilliams, OTD, OTR/L, DRS Program Director, OT Programs kmcwilliams@usa.edu, 5722

Meghan Savage, PhD, CCC-SLP
Senior Program Director,
MS-SLP Programs
msavage@usa.edu, ext. 3164

Occupational Therapy, MOT

Program Information

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

Mission Statement

The mission of the University's MOT program is to graduate occupational therapy 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 will serve.

Program Learning Outcomes

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

- implement strategies consistent with being a reflective practitioner when developing personal and professional goals;
- apply competencies for effective interprofessional, intraprofessional, and community stakeholder collaborations;
- design programs and interventions that address occupational barriers through effective clinical reasoning;
- demonstrate effective verbal and written communication of occupational therapy services;
- practice principles of inclusive, ethical, and professional behaviors;
- demonstrate leadership skills needed for effective advancement of the profession;

- apply knowledge of current evidence to effectively inform the therapeutic process.

Program Prerequisites

See Admissions, Records, and Registration for prerequisite and application information.

Delivery of Coursework

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

Note: MOT students must complete 24 weeks of Level II fieldwork within 24 months following completion of all prior didactic portions of the program.

For further information about accreditation contact Accreditation Council for Occupational Therapy Education (ACOTE), 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814, Telephone (301) 652-6611, www.acoteonline.org.

Degree Requirements

Students must meet the following program requirements to complete the MOT degree and be eligible for graduation:

- Meet all requirements of the University's Satisfactory Academic Progress policy.
- Satisfactorily complete all program curricular requirements.
- Fulfill the requirements of the University's Professional Conference Attendance policy.

Students must submit an application for graduation by the deadline for the term in which they anticipate completing all degree requirements. Students should see Commencement Ceremony and Graduation for information on University graduation requirements, participation in commencement, and degree conferral.

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

The MOT program satisfies the educational requirements for licensure in Washington state.

MOT Curriculum

Trimester I

- OCT 5135C - Anatomy Applied to Occupation Hours: 5
- OCT 5136 - Evidence-Informed Practice: Research Fundamentals Hours: 2
- OCT 5140 - Domain of Occupational Therapy Hours: 3
- OCT 5146 - Occupational Engagement and Theories of Practice Hours: 3
- OCT 5230C - Conditions Impacting Occupational Performance Hours: 4

Total Hours 17

Trimester II

- OCT 5130C - Skills and Techniques for Client Care Management Hours: 3
- OCT 5232C - Clinical Neuroscience Applied to Occupation Hours: 4
- OCT 5210 - Scholarly Design Hours: 2
- OCT 5217C - Human Movement for Occupational Performance Hours: 3
- OCT 5225C - Process of Occupational Therapy Hours: 4

Total Hours 16

Trimester III

- OCT 5330C - OT Methods I: Assistive Technology Hours: 3
- OCT 5335C - Clinical Applications in Mental Health Settings Hours: 5
- OCT 5340 - Scholarly Implementation and Dissemination Hours: 2
- OCT 5365 - Wellness and Health Promotion Hours: 3
- OCT 5410C - Clinical Applications in Adulthood Hours: 5

Total Hours 18

Trimester IV

- OCT 5355C - Clinical Applications in Pediatrics/Adolescence Hours: 5
- OCT 5425C - Clinical Applications in Older Adults Hours: 5
- OCT 5430 - Scholarly Application Hours: 2
- OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities Hours: 3
- OCT 5470 - Administration and Management in Occupational Therapy Hours: 3

Total Hours 18

Trimester V

- OCT 5510 - MOT Seminar 1 Hours: 1
- OCT 5550 - Fieldwork IIA Hours: 11

Total Hours 12

Trimester VI

- OCT 5625 - MOT Seminar 2 Hours: 1
- OCT 5660 - Fieldwork IIB Hours: 11

Total Hours 12

Degree Credit Hours 93

Occupational Therapy, Flex MOT

Program Information

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

USAHS offers an alternative path to the MOT degree through the Flex MOT format. This format combines online coursework with virtual and on-campus labs in an entry-level program designed for the student who is unable to attend classes on campus during the week per the Residential format.

The Flex format represents an expansion of the campus-based Residential MOT format currently in place at USAHS. The Residential and Flex formats share a common mission and curriculum while the delivery format, length of program, and number of credits per term differs. The Flex prerequisites, admission requirements, academic calendar, and policies are the same as the campus-based format.

Mission Statement

The mission of the University's Flex MOT program is to graduate occupational therapy 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 will serve.

Program Learning Outcomes

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

- implement strategies consistent with being a reflective practitioner when developing personal and professional goals;
- apply competencies for effective interprofessional, intraprofessional, and community stakeholder collaborations;
- design programs and interventions that address occupational barriers through effective clinical reasoning;
- demonstrate effective verbal and written communication of occupational therapy services;

- practice principles of inclusive, ethical, and professional behaviors;
- demonstrate leadership skills needed for effective advancement of the profession;
- apply knowledge of current evidence to effectively inform the therapeutic process.

Program Prerequisites

See Admissions, Records, and Registration for prerequisites and application information.

Delivery of Coursework

The Flex MOT format is 93 credits and offered over nine trimesters. More than 50% of the coursework is delivered online. The online courses consist of web-based text with extensive graphics, videos, and audio clips. There are opportunities for faculty-to-student and student-to-student synchronous and asynchronous interactive collaboration. Assessment of online learning outcomes includes a 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.

Austin, TX and Miami, FL Campuses

In courses with a lab component, students come together on campus for up to 16 hours of laboratory classes per selected weekends during a 15-week trimester. The campus 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. These sessions are complemented with a limited number of virtual weekend labs in some trimesters. Additionally, students are expected to make arrangements for other academic activities, including online exams and office hours, at times other than during lab weekends.

St. Augustine, FL and San Marcos, CA Campuses

In courses with a lab component, live virtual sessions are held up to two weekday evenings each week, and students come together on campus twice per trimester for extended three- to five-day weekends. The campus 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 are expected to make

arrangements for other academic activities, including online exams and office hours, at times other than during lab weekends.

All Campuses

At the end of the program, students in Flex MOT complete two full-time fieldwork experiences that are each 12 weeks in length. 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. Flex MOT students must complete 24 weeks of Level II fieldwork within 24 months following completion of all prior didactic portions of the program.

The University reserves the right to delay the start of the cohort group by one trimester to combine with the following group.

For further information about accreditation contact Accreditation Council for Occupational Therapy Education (ACOTE), 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814, Telephone (301) 652-6611, www.acoteonline.org.

Degree Requirements

Students must meet the following program requirements to complete the MOT degree and be eligible for graduation:

- Meet all requirements of the University's Satisfactory Academic Progress policy.
- Satisfactorily complete all program curricular requirements.
- Fulfill the requirements of the University's Professional Conference Attendance policy.

Students must submit an application for graduation by the deadline for the term in which they anticipate completing all degree requirements. Students should see Commencement Ceremony and Graduation for information on University graduation requirements, participation in commencement, and degree conferral.

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

The Flex MOT program satisfies the educational requirements for licensure in Washington state.

Flex MOT Curriculum

Trimester I

- OCT 5135C - Anatomy Applied to Occupation Hours: 5
- OCT 5140 - Domain of Occupational Therapy Hours: 3
- OCT 5146 - Occupational Engagement and Theories of Practice Hours: 3

Total Hours 11

Trimester II

- OCT 5136 - Evidence-Informed Practice: Research Fundamentals Hours: 2
- OCT 5225C - Process of Occupational Therapy Hours: 4
- OCT 5230C - Conditions Impacting Occupational Performance Hours: 4

Total Hours 10

Trimester III

- OCT 5130C - Skills and Techniques for Client Care Management Hours: 3
- OCT 5210 - Scholarly Design Hours: 2
- OCT 5217C - Human Movement for Occupational Performance Hours: 3

Total Hours 8

Trimester IV

- OCT 5232C - Clinical Neuroscience Applied to Occupation Hours: 4
- OCT 5335C - Clinical Applications in Mental Health Settings Hours: 5

Total Hours 9

Trimester V

- OCT 5340 - Scholarly Implementation and Dissemination Hours: 2
- OCT 5355C - Clinical Applications in Pediatrics/Adolescence Hours: 5
- OCT 5365 - Wellness and Health Promotion Hours: 3

Total Hours 10

Trimester VI

- OCT 5330C - OT Methods I: Assistive Technology Hours: 3
- OCT 5410C - Clinical Applications in Adulthood Hours: 5
- OCT 5470 - Administration and Management in Occupational Therapy Hours: 3

Total Hours 11

Trimester VII

- OCT 5425C - Clinical Applications in Older Adults Hours: 5
- OCT 5430 - Scholarly Application Hours: 2
- OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities Hours: 3

Total Hours 10

Trimester VIII

- OCT 5510 - MOT Seminar 1 Hours: 1
- OCT 5550 - Fieldwork IIA Hours: 11

Total Hours 12

Trimester IX

- OCT 5625 - MOT Seminar 2 Hours: 1
- OCT 5660 - Fieldwork IIB Hours: 11

Total Hours 12

Degree Credit Hours 93

Occupational Therapy, Hybrid Immersion MOT

Program Information

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

Mission Statement

The mission of the University's MOT program is to graduate 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.

Program Learning Outcomes

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

- implement strategies consistent with being a reflective practitioner when developing personal and professional goals;
- apply competencies for effective interprofessional, intraprofessional, and community stakeholder collaborations;
- design programs and interventions that address occupational barriers through effective clinical reasoning;
- demonstrate effective verbal and written communication of occupational therapy services;
- practice principles of inclusive, ethical, and professional behaviors;
- demonstrate leadership skills needed for effective advancement of the profession;
- apply knowledge of current evidence to effectively inform the therapeutic process.

Program Prerequisites

See Application for Admissions for prerequisite and application information.

Delivery of Coursework

The Hybrid Immersion MOT program is 93 credits and offered over six trimesters. More than 50% of the coursework is delivered online. In courses with a lab component, live virtual sessions are held weekdays, and students come to campus twice per trimester for extended three-to-five-day weekends. The campus 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 are expected to make arrangements for other academic activities, including online exams and office hours, at times other than during lab weekends.

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), 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814, Telephone (301) 652-6611, www.acoteonline.org.

Degree Requirements

Students must meet the following program requirements to complete the MOT degree and be eligible for graduation:

- Meet all requirements of the University's Satisfactory Academic Progress policy.
- Satisfactorily complete all program curricular requirements.
- Fulfill the requirements of the University's Professional Conference Attendance policy.

Students must submit an application for graduation by the deadline for the term in which they anticipate completing all degree requirements. Students should see Commencement Ceremony and Graduation for information on University graduation requirements, participation in commencement, and degree conferral.

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

The Hybrid Immersion MOT program satisfies the educational requirements for licensure in Washington state.

Hybrid Immersion MOT Curriculum

Trimester I

- OCT 5135C - Anatomy Applied to Occupation Hours: 5
- OCT 5136 - Evidence-Informed Practice: Research Fundamentals Hours: 2
- OCT 5140 - Domain of Occupational Therapy Hours: 3
- OCT 5146 - Occupational Engagement and Theories of Practice Hours: 3
- OCT 5230C - Conditions Impacting Occupational Performance Hours: 4

Total Credit Hours 17

Trimester II

- OCT 5130C - Skills and Techniques for Client Care Management Hours: 3
- OCT 5210 - Scholarly Design Hours: 2
- OCT 5217C - Human Movement for Occupational Performance Hours: 3
- OCT 5225C - Process of Occupational Therapy Hours: 4
- OCT 5232C - Clinical Neuroscience Applied to Occupation Hours: 4

Total Credit Hours 16

Trimester III

- OCT 5330C - OT Methods I: Assistive Technology Hours: 3
- OCT 5335C - Clinical Applications in Mental Health Settings Hours: 5
- OCT 5340 - Scholarly Implementation and Dissemination Hours: 2
- OCT 5365 - Wellness and Health Promotion Hours: 3
- OCT 5410C - Clinical Applications in Adulthood Hours: 5

Total Credit Hours 18

Trimester IV

- OCT 5355C - Clinical Applications in Pediatrics/Adolescence Hours: 5
- OCT 5425C - Clinical Applications in Older Adults Hours: 5
- OCT 5430 - Scholarly Application Hours: 2
- OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities Hours: 3
- OCT 5470 - Administration and Management in Occupational Therapy Hours: 3

Total Credit 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 Credit Hours 12

Degree Credit Hours 93

Occupational Therapy, OTD

Program Information

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

Mission Statement

The mission of the University's OTD program is to graduate 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 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 OTD program, graduates will demonstrate the ability to

- design strategies consistent with being a reflective practitioner when developing personal and professional goals;
- Integrate competencies in effective interprofessional, intraprofessional, and community stakeholder collaborations;
- design and implement programs and interventions that address occupational barriers through effective clinical reasoning;
- demonstrate effective verbal and written communication of occupational therapy services and in dissemination of Doctoral Capstone project;
- model principles of inclusive, ethical, and professional behaviors;
- demonstrate leadership skills needed for effective advocacy and for the advancement of the profession;
- produce evidence-informed information that contributes to the advancement of occupational therapy;
- synthesize information including multiple models and theories to determine appropriate assessment and intervention strategies for individuals and populations;
- apply knowledge from theory and practice in the planning and implementation of occupational therapy services in current and emerging areas of practice;
- integrate global perspectives of occupational therapy in intervention approaches;
- disseminate scholarly findings to impact the future practice of occupational therapy.

Program Prerequisites

Please see Admissions, Records, and Registration for prerequisites and application information.

Delivery of Coursework

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

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

For further information about accreditation contact: Accreditation Council for Occupational Therapy Education (ACOTE), 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814, Telephone (301) 652-6611, www.acoteonline.org.

Degree Requirements

Students must meet the following program requirements to complete the OTD degree and be eligible for graduation:

- Meet all requirements of the University's Satisfactory Academic Progress policy.
- Satisfactorily complete all program curricular requirements.
- Fulfill the requirements of the University's Professional Conference Attendance policy.

Students must submit an application for graduation by the deadline for the term in which they anticipate completing all degree requirements. Students should see Commencement Ceremony and Graduation for information on University graduation requirements, participation in commencement, and degree conferral.

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

The OTD program satisfies the educational requirements for licensure in Washington state.

OTD Curriculum

Trimester I

- OCT 5135C - Anatomy Applied to Occupation Hours: 5
- OCT 5136 - Evidence-Informed Practice: Research Fundamentals Hours: 2
- OCT 5140 - Domain of Occupational Therapy Hours: 3
- OCT 5146 - Occupational Engagement and Theories of Practice Hours: 3
- OCT 5230C - Conditions Impacting Occupational Performance Hours: 4

Total Hours 17

Trimester II

- OCT 5130C - Skills and Techniques for Client Care Management Hours: 3
- OCT 5210 - Scholarly Design Hours: 2
- OCT 5217C - Human Movement for Occupational Performance Hours: 3
- OCT 5225C - Process of Occupational Therapy Hours: 4
- OCT 5232C - Clinical Neuroscience Applied to Occupation Hours: 4
- OCT 6310 - Foundations of the OTD Capstone Hours: 1

Total Hours 17

Trimester III

- OCT 5330C - OT Methods I: Assistive Technology Hours: 3
- OCT 5335C - Clinical Applications in Mental Health Settings Hours: 5
- OCT 5340 - Scholarly Implementation and Dissemination Hours: 2
- OCT 5365 - Wellness and Health Promotion Hours: 3
- OCT 5410C - Clinical Applications in Adulthood Hours: 5
- OCT 6420 - Capstone Process Hours: 1

Total Hours 18

Trimester IV

- OCT 5355C - Clinical Applications in Pediatrics/Adolescence Hours: 5
- OCT 5425C - Clinical Applications in Older Adults Hours: 5
- OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities Hours: 3
- OCT 5470 - Administration and Management in Occupational Therapy Hours: 3

Total Hours 17

Trimester V

- OCT 5550 - Fieldwork IIA Hours: 11
- OCT 6530 - Capstone Methodology Hours: 1

Total Hours 12

Trimester VI

- OCT 5660 - Fieldwork IIB Hours: 11
- OCT 6640 - Capstone Progress and Review Hours: 1

Total Hours 12

Trimester VII

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

Total Hours 12

Trimester VIII

- OCT 6832 - Capstone Experience 2 Hours: 12

Total Hours 12

Degree Credit Hours 117

Occupational Therapy, Flex OTD

Program Information

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

USAHS offers an alternative path to the OTD degree through the Flex OTD format. This format combines online coursework with virtual and on-campus labs in an entry-level program designed for the student who is unable to attend classes on campus during the week per the Residential format.

The Flex format represents an expansion of the entry-level, campus-based Residental OTD format currently in place at the USAHS. The Residential and Flex formats share a common mission and curriculum while the delivery format, length of program, and number of credits per term differs. The Flex prerequisites, admission requirements, academic calendar, and policies are the same as the campus-based format.

Mission Statement

The mission of the University's Flex OTD program is to graduate 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 who they will serve. The OTD graduates will contribute to their profession and to a global society through their competence, ethical standards, and professionalism. Upon successful completion of the OTD program, graduates will demonstrate preparation beyond the generalist level in practice, theory and research skills, leadership, advocacy, and program development.

Program Learning Outcomes

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

- design strategies consistent with being a reflective practitioner when developing personal and professional goals;
- Integrate competencies in effective interprofessional, intraprofessional, and community stakeholder collaborations;
- design and implement programs and interventions that address occupational barriers through effective clinical reasoning;
- demonstrate effective verbal and written communication of occupational therapy services and in dissemination of Doctoral Capstone project;
- model principles of inclusive, ethical, and professional behaviors;
- demonstrate leadership skills needed for effective advocacy and for the advancement of the profession;
- produce evidence-informed information that contributes to the advancement of occupational therapy;
- synthesize information including multiple models and theories to determine appropriate assessment and intervention strategies for individuals and populations;
- apply knowledge from theory and practice in the planning and implementation of occupational therapy services in current and emerging areas of practice;
- integrate global perspectives of occupational therapy in intervention approaches;
- disseminate scholarly findings to impact the future practice of occupational therapy.

Program Prerequisites

Please see Admissions, Records, and Registration for prerequisites and application information.

Delivery of Coursework

The Flex OTD program is 117 credits and is offered over 11 trimesters.* More than 50% of the coursework is delivered online. The online courses consist of web-based text with extensive graphics, videos, and audio clips. There are opportunities for faculty-to-student and student-to-student synchronous and asynchronous interactive collaboration. Assessment of online learning outcomes includes a variety of evaluation tools depending

on the course outcomes, such as (1) regular quizzes completed online, (2) graded bulletin board assignments, (3) case reports, (4) group projects, (5) research papers, and (6) article critiques.

In courses with a lab component, students come together on campus for up to 16 hours of laboratory classes on several weekends during a 15-week trimester. The campus 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. These sessions are complemented with a limited number of virtual weekend labs in some trimesters. Additionally, students are expected to make arrangements for other academic activities, including online exams and office hours, at times other than during lab weekends, which may include non-lab weekends.

In the second half of the program, students in the Flex OTD program complete two full-time fieldwork experiences that are each 12-weeks in length. 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. 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.

The University reserves the right to delay the start of the cohort by one trimester to combine with the following group.

For further information about accreditation contact: Accreditation Council for Occupational Therapy Education (ACOTE), 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814, Telephone (301) 652-6611, www.acoteonline.org.

Degree Requirements

Students must meet the following program requirements to complete the OTD degree and be eligible for graduation:

- Meet all requirements of the University's Satisfactory Academic Progress policy.
- Satisfactorily complete all program curricular requirements.
- Fulfill the requirements of the University's Professional Conference Attendance policy.

Students must submit an application for graduation by the deadline for the term in which they anticipate completing all degree requirements. Students should see Commencement Ceremony and Graduation for information on University graduation requirements, participation in commencement, and degree conferral.

Standard Occupational Classification codes for which program is intended to prepare graduates: Occupational Therapist (29-1122); Health Specialties Teachers, Postsecondary (25-1071)

**The University of St. Augustine for Health Sciences will continue to provide instructional and academic support services to students enrolled in the Dallas Flex OTD program who choose to remain in the 12-trimester curriculum instead of transitioning to the updated 11-trimester curriculum (effective January 1, 2022). The University will provide reasonable time for enrolled students to complete their program of study in accordance with its Leave of Absence (LOA), Withdrawal, Satisfactory Academic Progress (SAP), Continuous Enrollment, and other applicable academic policies.*

California OT Licensure

As of the date of publication of the catalog/handbook, in order to be eligible for professional licensure as an Occupational Therapist in California, Master of Occupational Therapy (MOT) or Doctor of Occupational Therapy (OTD) program graduates must hold a degree from an accredited Occupational Therapy program. MOT/OTD graduates that are applying for licensure in the state of California are required to submit the CA application for OT licensure, application fee, Proof of Passing Exam from the NBCOT and submit an official transcript showing MOT or OTD degree to the California Board of Occupational Therapy.

Washington State Residents

The Flex OTD program satisfies the educational requirements for licensure in Washington state.

Flex OTD Curriculum (11 term)

New students are enrolled in the 11-term curriculum (effective January 1, 2022). Students previously enrolled in the 12-term program may choose to transition to the 11-term curriculum or finish the program in the 12-term curriculum.

Trimester I

- OCT 5135C - Anatomy Applied to Occupation Hours: 5
- OCT 5140 - Domain of Occupational Therapy Hours: 3
- OCT 5146 - Occupational Engagement and Theories of Practice Hours: 3

Total Hours 11

Trimester II

- OCT 5136 - Evidence-Informed Practice: Research Fundamentals Hours: 2
- OCT 5225C - Process of Occupational Therapy Hours: 4
- OCT 5230C - Conditions Impacting Occupational Performance Hours: 4

Total Hours 10

Trimester III

- OCT 5130C - Skills and Techniques for Client Care Management Hours: 3
- OCT 5210 - Scholarly Design Hours: 2
- OCT 5217C - Human Movement for Occupational Performance Hours: 3

Total Hours 8

Trimester IV

- OCT 5232C - Clinical Neuroscience Applied to Occupation Hours: 4
- OCT 5335C - Clinical Applications in Mental Health Settings Hours: 5
- OCT 6310 - Foundations of the OTD Capstone Hours: 1

Total Hours 9

Trimester V

- OCT 5340 - Scholarly Implementation and Dissemination Hours: 2
- OCT 5355C - Clinical Applications in Pediatrics/Adolescence Hours: 5
- OCT 5365 - Wellness and Health Promotion Hours: 3
- OCT 6420 - Capstone Process Hours: 1

Total Hours 11

Trimester VI

- OCT 5330C - OT Methods I: Assistive Technology Hours: 3
- OCT 5410C - Clinical Applications in Adulthood Hours: 5
- OCT 5470 - Administration and Management in Occupational Therapy Hours: 3

Total Hours 11

Trimester VII

- OCT 5425C - Clinical Applications in Older Adults Hours: 5
- OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities Hours: 3

Total Hours 9

Trimester VIII

- OCT 5550 - Fieldwork IIA Hours: 11
- OCT 6530 - Capstone Methodology Hours: 1

Total Hours 12

Trimester IX

- OCT 5660 - Fieldwork IIB Hours: 11
- OCT 6640 - Capstone Progress and Review Hours: 1

Total Hours 12

Trimester X

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

Total Hours 12

Trimester XI

- OCT 6832 - Capstone Experience 2 Hours: 12

Total Hours 12

Degree Credit Hours 117

Flex OTD Curriculum (12 term)

The 12-term curriculum is available only to students enrolled in the program prior to January 1, 2022.

Trimester I

- OCT 5135C - Anatomy Applied to Occupation Hours: 5
- OCT 5140 - Domain of Occupational Therapy Hours: 3
- OCT 5146 - Occupational Engagement and Theories of Practice Hours: 3

Total Hours 11

Trimester II

- OCT 5136 - Evidence-Informed Practice: Research Fundamentals Hours: 2
- OCT 5225C - Process of Occupational Therapy Hours: 4
- OCT 5230C - Conditions Impacting Occupational Performance Hours: 4

Total Hours 10

Trimester III

- OCT 5130C - Skills and Techniques for Client Care Management Hours: 3
- OCT 5210 - Scholarly Design Hours: 2
- OCT 5217C - Human Movement for Occupational Performance Hours: 3

Total Hours 8

Trimester IV

- OCT 5232C - Clinical Neuroscience Applied to Occupation Hours: 4
- OCT 5335C - Clinical Applications in Mental Health Settings Hours: 5

Total Hours 9

Trimester V

- OCT 5340 - Scholarly Implementation and Dissemination Hours: 2
- OCT 5355C - Clinical Applications in Pediatrics/Adolescence Hours: 5
- OCT 5365 - Wellness and Health Promotion Hours: 3
- OCT 6310 - Foundations of the OTD Capstone Hours: 1

Total Hours 11

Trimester VI

- OCT 5330C - OT Methods I: Assistive Technology Hours: 3
- OCT 5410C - Clinical Applications in Adulthood Hours: 5
- OCT 5470 - Administration and Management in Occupational Therapy Hours: 3

Total Hours 11

Trimester VII

- OCT 5425C - Clinical Applications in Older Adults Hours: 5
- OCT 5445C - OT Methods II: Orthotics, Prosthetics, and Modalities Hours: 3
- OCT 6420 - Capstone Process Hours: 1

Total Hours 9

Trimester VIII

- OCT 5550 - Fieldwork IIA Hours: 11
- OCT 6530 - Capstone Methodology Hours: 1

Total Hours 12

Trimester IX

- OCT 5660 - Fieldwork IIB Hours: 11
- OCT 6640 - Capstone Progress and Review Hours: 1

Total Hours 12

Trimester X

- OCT 6720 - Leadership and Advocacy Hours: 3
- OCT 6745 - Scholarship of Practice Hours: 3

Total Hours 6

Trimester XI

- OCT 6700 - Capstone Project Hours: 2
- OCT 6731 - Capstone Experience 1 Hours: 4

Total Hours 6

Trimester XII

- OCT 6832 - Capstone Experience 2 Hours: 12

Total Hours 12

Degree Credit Hours 117

Occupational Therapy, PPOTD

Program Information

Mission Statement

The mission of the Post-Professional Occupational Therapy program (PPOTD) is to cultivate leaders who incorporate evidence-informed decision-making to advance the profession in clinical practice, management, advocacy, scholarship, and education to the betterment of populations through participation in occupations.

Program Learning Outcomes

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

1. Integrate evidence-informed decision making into occupational therapy roles and responsibilities.
2. Integrate ethical and professional standards in occupational therapy.
3. Demonstrate effective communication to promote participation in occupation within the profession and relevant populations.
4. Promote interprofessional relationships through collaboration and communication with members of various professions and relevant populations.
5. Create a plan for professional growth that contributes to the advancement of the profession, as well as the communities in which occupational therapists serve.

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 (if entering prior to January 10, 2025) or 27 credits (if entering the program on or after January 10, 2015); however, if eligible, 6 credits may transfer from the USAHS MOT program (for the 35-credit hour program) or 3 credits (for the 27-credit hour program). For candidates who hold a master's degree* in occupational therapy or related field and enter the program prior to January 10, 2025, a minimum of 35 credits is required to earn the PPOTD degree; for candidates who enter the program on January 10, 2025 or after, a minimum of 27 credits is required; for candidates who hold a bachelor's degree in occupational therapy, a minimum of 60 credits is required. Please note, the bachelor's-entry program typically takes four years and the 35-credit hour master's-entry program typically takes two years and four months to complete based off the most recent two-year graduate data (2021–2022 and 2022–2023). The 27-credit hour master's-level entry program is designed to be completed in two years but may be completed in as little as one year depending on individual progress, credits transferred, and other factors. Additionally, the 60-credit hour bachelor's-entry program may be completed in as little as two years depending on individual progress, credits transferred, and other factors. The PPOTD program includes several required courses depending on the student's previous highest earned degree. Coursework is comprised of elective courses and seminars. The University will also consider accepting graduate credits from other accredited institutions. Please refer to the Transfer Credit Policy further information on transfer credits.

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

Delivery of PPOTD Coursework

Courses are offered through a distance education format with optional on-campus immersion opportunities. The delivery of the PPOTD coursework is offered in a variety of formats, such as:

- Term-based courses
- Special-topic courses

- Continuing education seminar, enhanced through completion of assignments in a distance education format

Time Limit

It is required that PPOTD (bachelor's entry) students complete all program requirements within four years; PPOTD (master's entry, 27 credits) students must complete all program requirements within two years. PPOTD (master's entry, 35 credits) students must complete all program requirements within two years and four months. An extension of up to two years may be requested for PPOTD (bachelor's entry) students, up to one year for PPOTD (master's entry, 27 credits) students, and up to one year and four months for PPOTD (master's entry, 35 credits) students.

Optional Specializations

Students enrolled in the PPOTD program are eligible to earn the specialization of Executive Leadership and/or the specialization of Teaching and Learning.
The specializations are earned by completing certain elective courses within the program and maintaining a minimum 3.0 GPA in those courses. Students should speak with their academic advisor about the specializations and include them in their degree completion plan (DCP). Courses for the specialization of Executive Leadership include Foundations of Healthcare Administration; Human Resource Management and Organizational Behavior for Health Care Administration; Strategic Planning in Healthcare Administration; Accounting, Finance and Economics for the Healthcare Leader; Operations and Quality Management in Healthcare (choose three of five courses plus Organizational Leadership and Policy in Healthcare). Courses for the specialization of Teaching and Learning include Foundational Theories in Education; Program and Curricular Design for Health Science Education; Teaching Methods in Higher Education; and Practical Application in Online Teaching (must complete all four courses or complete three of the four courses and a scholarly teaching capstone project).

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)

PPOTD Curriculum (BS-Entry)

Students entering the PPOTD program with a BSOT degree must take a total of 60 credits—43 credits of required core courses as well as 17 elective credits.

Students entering with a bachelor's degree can complete the PPOTD program in four years.

Core Curriculum

- HSA 7200 - Foundations of Healthcare Administration Hours: 3

  or

- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3
- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3

  or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3
- IPE 7050 - Evidence-Based Practice for Healthcare Professionals Hours: 3*

  or

- IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B) Hours: 3*
- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3

  or

- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3
- COM 7130 - Healthcare Communication and Collaboration Hours: 3
- HSC 7200 - Information Literacy for Evidence-Based Practice Hours: 1
- OCT 7200 - Reflective Practice Hours: 3
- OCT 7470 - Clinical Integration I Hours: 7
- OCT 7471 - Clinical Integration II Hours: 8

  Clinical Integration series (15 credits) may be completed through advanced standings.

- OCT 7495 - The Science of Occupation Hours: 3
- OCT 7496 - Capstone I: Project Proposal and Preparation Hours: 3†
- OCT 7499 - Capstone II: Project Implementation and Dissemination Hours: 3†

PPOTD Electives

Teaching and Learning Electives

The Teaching and Learning certificate of completion requires four courses. Either complete all four of the following courses OR complete three of the four courses and a

scholarly teaching capstone project. The capstone project must receive approval by programmatic leadership to qualify.

- EDF 7013 - Practical Application of Online Teaching Hours: 3
- EDF 7050 - Teaching Methods in Higher Education Hours: 3

or

- EDF 7050B - Teaching Methods in Higher Education (B) Hours: 3
- EDF 7175 - Foundational Theories in Education Hours: 3

or

- EDF 7175B - Foundational Theories in Education (B) Hours: 3
- EDF 7161 - Program and Curricular Design for Health Science Education Hours: 3

Executive Leadership Electives

The Executive Leadership certificate of completion requires four courses. In addition to the core course IPE 7121, complete three of the five following courses.

- IPE 7133 - Foundations in Healthcare Administration with Strategic Planning Hours: 3
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3
- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3

  or

- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3
- HSA 7200 - Foundations of Healthcare Administration Hours: 3

  (required course for BSOT-entry students)

  or

- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3

Pediatric Electives

- HSC 6036 - Metabolic Disorders Hours: 1
- BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions Hours: 2
- BSC 7125 - The Pediatric Client with Neuromotor Involvement Hours: 3
- BSC 7200 - Autism: Evidence, Etiology and Impact Hours: 3
- HSC 7325 - School-Based Practice Hours: 3

ImPACT Trained Occupational Therapist (ITOT) Certification

- IPE 7255 - Evidence-based Concussion Management Hours: 3

General Electives

- BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions Hours: 2
- BSC 7125 - The Pediatric Client with Neuromotor Involvement Hours: 3
- BSC 7200 - Autism: Evidence, Etiology and Impact Hours: 3
- BSC 7301 - Ergonomics Hours: 2
- COM 7130 - Healthcare Communication and Collaboration Hours: 3

  (required course for BSOT-entry students)

- EDF 7013 - Practical Application of Online Teaching Hours: 3
- EDF 7050 - Teaching Methods in Higher Education Hours: 3

  or

- EDF 7050B - Teaching Methods in Higher Education (B) Hours: 3
- EDF 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 - Motivation Theory in Health Care Education Hours: 3
- EDF 7175 - Foundational Theories in Education Hours: 3

  or

- EDF 7175B - Foundational Theories in Education (B) Hours: 3
- EDF 7181 - Technology in Higher Education Hours: 3
- EDF 7235 - Ethical Principles in Healthcare Hours: 3
- EDF 7260 - Assessment and Evaluation in Health Professions Education Hours: 3
- HSA 7200 - Foundations of Healthcare Administration Hours: 3

  (required for BSOT-entry students)

  or

- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3
- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3

  or

- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3
- HSC 6036 - Metabolic Disorders Hours: 1
- HSC 7200 - Information Literacy for Evidence-Based Practice Hours: 1
- HSC 7210 - Extremity Evaluation and Manipulation (E1) Hours: 2

- HSC 7320 - Fundamental Skills for Hand and Upper Extremity Therapy Hours: 2
- HSC 7325 - School-Based Practice Hours: 3
- HSC 7470 - Legal and Regulatory Issues Hours: 3
- HSC 7401 - Pharmacology Hours: 3
- IPE 7316 - Women's Health and Wellbeing Hours: 3
- IPE 7400 - 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 (B) Hours: 3
- IPE 7133 - Foundations in Healthcare Administration with Strategic Planning Hours: 3
- IPE 7200 - Cultural Competence in Healthcare Hours: 3

  or

- IPE 7200B - Cultural Competence in Healthcare (B) Hours: 3
- IPE 7255 - Evidence-based Concussion Management Hours: 3
- IPE 7025 - Psychosocial Strategies for Healthcare Hours: 3

  or

- IPE 7025B - Psychosocial Strategies for Healthcare (B) Hours: 3
- IPE 7100 - Ethics in Health Care Hours: 3
- MHS 7315 - Contemporary Trends in Wellness Hours: 3
- OCT 7200 - Reflective Practice Hours: 3

  (required for BSOT-entry students)

- OCT 7455 - Special Topics in Professional Practice Hours: Varies

Degree Credit Hours 60

*Courses are to be taken prior to or in conjunction with other required or elective coursework. These two courses are a prerequisite for Science of Occupation.

† Courses are to be taken after all coursework is completed.

PPOTD Curriculum (MS-Entry, 27-Credit Hour Program)

Students entering the PPOTD program for **Spring 2025 term or after** with an MOT or MS degree must take a total of 27 credits—18 credits of required core courses as well as 9 credits of electives. If eligible, 3 credits may transfer from the USAHS MOT program.

The PPOTD program can be completed in as little as one year if enrolled full-time; however, the program typically takes two years to complete.

Core Curriculum

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3

  or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3
- IPE 7050 - Evidence-Based Practice for Healthcare Professionals Hours: 3

  or

- IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B) Hours: 3
- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3

  or

- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3
- OCT 7495 - The Science of Occupation Hours: 3
- OCT 7496 - Capstone I: Project Proposal and Preparation Hours: 3
- OCT 7499 - Capstone II: Project Implementation and Dissemination Hours: 3

PPOTD Electives

Teaching and Learning Electives

The Teaching and Learning certificate of completion requires four courses. Either complete all four of the following courses OR complete three of the four courses and a scholarly teaching capstone project. The capstone project must receive approval by programmatic leadership to qualify.

- EDF 7013 - Practical Application of Online Teaching Hours: 3
- EDF 7050 - Teaching Methods in Higher Education Hours: 3

  or

- EDF 7050B - Teaching Methods in Higher Education (B) Hours: 3
- EDF 7175 - Foundational Theories in Education Hours: 3

  or

- EDF 7175B - Foundational Theories in Education (B) Hours: 3
- EDF 7161 - Program and Curricular Design for Health Science Education Hours: 3

Executive Leadership Electives

The Executive Leadership certificate of completion requires four courses. In addition to the core course IPE 7121, complete three of the five following courses.

- IPE 7133 - Foundations in Healthcare Administration with Strategic Planning Hours: 3
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3
- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3

or

- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3
- HSA 7200 - Foundations of Healthcare Administration Hours: 3

(required course for BSOT-entry students)

or

- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3

Pediatric Electives

- HSC 6036 - Metabolic Disorders Hours: 1
- BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions Hours: 2
- BSC 7125 - The Pediatric Client with Neuromotor Involvement Hours: 3
- BSC 7200 - Autism: Evidence, Etiology and Impact Hours: 3
- HSC 7325 - School-Based Practice Hours: 3

ImPACT Trained Occupational Therapist (ITOT) Certification

- IPE 7255 - Evidence-based Concussion Management Hours: 3

General Electives

- BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions Hours: 2
- BSC 7125 - The Pediatric Client with Neuromotor Involvement Hours: 3
- BSC 7200 - Autism: Evidence, Etiology and Impact Hours: 3
- BSC 7301 - Ergonomics Hours: 2
- COM 7130 - Healthcare Communication and Collaboration Hours: 3

(required course for BSOT-entry students)

- EDF 7013 - Practical Application of Online Teaching Hours: 3
- EDF 7050 - Teaching Methods in Higher Education Hours: 3

or

- EDF 7050B - Teaching Methods in Higher Education (B) Hours: 3
- EDF 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 - Motivation Theory in Health Care Education Hours: 3
- EDF 7175 - Foundational Theories in Education Hours: 3

or

- EDF 7175B - Foundational Theories in Education (B) Hours: 3
- EDF 7181 - Technology in Higher Education Hours: 3
- EDF 7235 - Ethical Principles in Healthcare Hours: 3
- EDF 7260 - Assessment and Evaluation in Health Professions Education Hours: 3
- HSA 7200 - Foundations of Healthcare Administration Hours: 3

(required for BSOT-entry students)

or

- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3
- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3

or

- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3
- HSC 6036 - Metabolic Disorders Hours: 1
- HSC 7200 - Information Literacy for Evidence-Based Practice Hours: 1
- HSC 7210 - Extremity Evaluation and Manipulation (E1) Hours: 2
- HSC 7320 - Fundamental Skills for Hand and Upper Extremity Therapy Hours: 2
- HSC 7325 - School-Based Practice Hours: 3
- HSC 7470 - Legal and Regulatory Issues Hours: 3
- HSC 7401 - Pharmacology Hours: 3
- IPE 7316 - Women's Health and Wellbeing Hours: 3
- IPE 7400 - 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 (B) Hours: 3
- IPE 7133 - Foundations in Healthcare Administration with Strategic Planning Hours: 3
- IPE 7200 - Cultural Competence in Healthcare Hours: 3

or

- IPE 7200B - Cultural Competence in Healthcare (B) Hours: 3
- IPE 7255 - Evidence-based Concussion Management Hours: 3
- IPE 7025 - Psychosocial Strategies for Healthcare Hours: 3

or

- IPE 7025B - Psychosocial Strategies for Healthcare (B) Hours: 3
- IPE 7100 - Ethics in Health Care Hours: 3
- MHS 7315 - Contemporary Trends in Wellness Hours: 3
- OCT 7200 - Reflective Practice Hours: 3

  (required for BSOT-entry students)

- OCT 7455 - Special Topics in Professional Practice Hours: Varies

Degree Credit Hours 27

PPOTD Curriculum (MS-Entry, 35-Credit Hour Program)

Students entering the PPOTD program **prior to Spring 2025 term** with an MOT or MS degree must take a total of 35 credits—21 credits of required core courses as well as 14 credits of elective credits (11 credits for USAHS MOT Alumni). If eligible, six credits may transfer from the USAHS MOT program.

The PPOTD program can be completed in as little as one year if enrolled full-time; however, the program typically takes two years and four months to complete.*

Core Curriculum

- HSA 7200 - Foundations of Healthcare Administration Hours: 3

  or

- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3
- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3

  or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3
- IPE 7050 - Evidence-Based Practice for Healthcare Professionals Hours: 3

  or

- IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B) Hours: 3
- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3

  or

- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3
- OCT 7495 - The Science of Occupation Hours: 3
- OCT 7496 - Capstone I: Project Proposal and Preparation Hours: 3
- OCT 7499 - Capstone II: Project Implementation and Dissemination Hours: 3

PPOTD Electives

Teaching and Learning Electives

The Teaching and Learning certificate of completion requires four courses. Either complete all four of the following courses OR complete three of the four courses and a scholarly teaching capstone project. The capstone project must receive approval by programmatic leadership to qualify.

- EDF 7013 - Practical Application of Online Teaching Hours: 3
- EDF 7050 - Teaching Methods in Higher Education Hours: 3

  or

- EDF 7050B - Teaching Methods in Higher Education (B) Hours: 3
- EDF 7175 - Foundational Theories in Education Hours: 3

  or

- EDF 7175B - Foundational Theories in Education (B) Hours: 3
- EDF 7161 - Program and Curricular Design for Health Science Education Hours: 3

Executive Leadership Electives

The Executive Leadership certificate of completion requires four courses. In addition to the core course IPE 7121, complete three of the five following courses.

- IPE 7133 - Foundations in Healthcare Administration with Strategic Planning Hours: 3
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3
- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3

  or

- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3
- HSA 7200 - Foundations of Healthcare Administration Hours: 3

  (required course for BSOT-entry students)

  or

- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3

Pediatric Electives

- HSC 6036 - Metabolic Disorders Hours: 1
- BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions Hours: 2

- BSC 7125 - The Pediatric Client with Neuromotor Involvement Hours: 3
- BSC 7200 - Autism: Evidence, Etiology and Impact Hours: 3
- HSC 7325 - School-Based Practice Hours: 3

ImPACT Trained Occupational Therapist (ITOT) Certification

- IPE 7255 - Evidence-based Concussion Management Hours: 3

General Electives

- BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions Hours: 2
- BSC 7125 - The Pediatric Client with Neuromotor Involvement Hours: 3
- BSC 7200 - Autism: Evidence, Etiology and Impact Hours: 3
- BSC 7301 - Ergonomics Hours: 2
- COM 7130 - Healthcare Communication and Collaboration Hours: 3

  (required course for BSOT-entry students)

- EDF 7013 - Practical Application of Online Teaching Hours: 3
- EDF 7050 - Teaching Methods in Higher Education Hours: 3

  or

- EDF 7050B - Teaching Methods in Higher Education (B) Hours: 3
- EDF 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 - Motivation Theory in Health Care Education Hours: 3
- EDF 7175 - Foundational Theories in Education Hours: 3

  or

- EDF 7175B - Foundational Theories in Education (B) Hours: 3
- EDF 7181 - Technology in Higher Education Hours: 3
- EDF 7235 - Ethical Principles in Healthcare Hours: 3
- EDF 7260 - Assessment and Evaluation in Health Professions Education Hours: 3
- HSA 7200 - Foundations of Healthcare Administration Hours: 3

  (required for BSOT-entry students)

  or

- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3
- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3

  or

- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3
- HSC 6036 - Metabolic Disorders Hours: 1
- HSC 7200 - Information Literacy for Evidence-Based Practice Hours: 1
- HSC 7210 - Extremity Evaluation and Manipulation (E1) Hours: 2
- HSC 7320 - Fundamental Skills for Hand and Upper Extremity Therapy Hours: 2
- HSC 7325 - School-Based Practice Hours: 3
- HSC 7470 - Legal and Regulatory Issues Hours: 3
- HSC 7401 - Pharmacology Hours: 3
- IPE 7316 - Women's Health and Wellbeing Hours: 3
- IPE 7400 - 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 (B) Hours: 3
- IPE 7133 - Foundations in Healthcare Administration with Strategic Planning Hours: 3
- IPE 7200 - Cultural Competence in Healthcare Hours: 3

  or

- IPE 7200B - Cultural Competence in Healthcare (B) Hours: 3
- IPE 7255 - Evidence-based Concussion Management Hours: 3
- IPE 7025 - Psychosocial Strategies for Healthcare Hours: 3

  or

- IPE 7025B - Psychosocial Strategies for Healthcare (B) Hours: 3
- IPE 7100 - Ethics in Health Care Hours: 3
- MHS 7315 - Contemporary Trends in Wellness Hours: 3
- OCT 7200 - Reflective Practice Hours: 3

  (required for BSOT-entry students)

- OCT 7455 - Special Topics in Professional Practice Hours: Varies

Degree Credit Hours 35

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, voice and resonance, fluency, cognition, hearing, swallowing, social communication, and communication modalities. Speech-language pathologists (SLPs) are allied health professionals who work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing

disorders in children and adults in settings including acute care, rehabilitation, home health, private practice, public and private schools, and guidance centers.

Mission Statement

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

Program Learning Outcomes

Upon completion of the MS-SLP program, graduates will demonstrate the ability to

- differentiate and diagnose communication disorders utilizing evidenced-based practice;
- outline and implement evidence-based treatment plans appropriate to the disorder and in patient-specific contexts;
- describe and educate/collaborate/counsel with clients and caregivers on prevention, assessment, and intervention across disorders;
- distinguish and demonstrate professional practice competencies including; accountability, integrity, effective communication skills, clinical reasoning, evidence-based practice, care for individuals served, cultural competence, professional duty, and collaborative practice;
- differentiate and demonstrate cultural and linguistic competence while communicating effectively recognizing the background, needs, values, preferred mode of communication of the client and family;
- demonstrate knowledge of and participate appropriately with other healthcare professionals in interprofessional teams.

Program Prerequisites

See Admissions, Records, and Registration for prerequisites and application information, including information on required leveling courses.

Preparatory Admission for the SLP Preparatory Pathway– Available Starting Fall 2025 Term

Preparatory Admission status for the SLP Preparatory Pathway is designed for students with a bachelor's degree in a field other than speech-language pathology/communication sciences and disorders. This pathway allows these applicants to complete the required leveling courses at USAHS with a grade of "B" or higher before final admission and matriculation into the MS-SLP program. Eligible students are those who need to complete 4-6 leveling courses. There is no degree awarded with the completion of the leveling courses; the MS-SLP degree is conferred only upon completion of the graduate degree-granting program.

- **Time Limit:** For students with Preparatory Admission status, the maximum time limit for completing the SLP leveling courses is three consecutive trimesters from the date the student is accepted into the SLP Preparatory Pathway.
- **ASHA Basic Prerequisite Requirements:** The ASHA basic prerequisites (biology, chemistry/physics, statistics, behavioral or social science) must be completed prior to matriculating into the MS-SLP program. These courses need to be completed through another institution offering the required courses and can be completed while simultaneously enrolled in the SLP Preparatory Pathway. Students must have a minimum GPA of 3.0 or higher in these ASHA basic prerequisites (minimum 3 credits each). These courses include:
    - Biology
    - Chemistry or physics
    - Statistics
    - Behavioral or social science
- **Tuition and Financial Aid:** Students in the SLP Preparatory Pathway are not eligible for federal financial aid; however, the tuition cost ($561 per course) will be credited toward the student's MS-SLP program tuition upon successful completion of the leveling courses (with a "B" or higher) and enrollment into the MS-SLP program. This credit is distributed across the five trimesters of the master's program. Please note that a student may receive only one tuition credit for each individual leveling course. If a student takes a leveling course twice, they will not receive tuition credit for each instance they took the same course.
- **Observation Hours:** The 25 guided observation hours required for admission to the MS-SLP program are obtained in the Introduction to Communication Sciences and Disorders leveling course at USAHS. If a student has already completed this course without the observation hours, the hours must be obtained before matriculating into the MS-SLP program.

- **Grade & Progression Requirements:** Students admitted in the SLP Preparatory Pathway are required to maintain a grade of "B" or higher in all leveling courses. Failure to meet this academic standard will result in dismissal from this SLP Preparatory Pathway; however, students will remain eligible to apply for the MS-SLP program through the standard admissions process. Additionally, any violation of academic integrity or instances of professional misconduct will result in dismissal from the SLP Preparatory Pathway.
- **Retaking Courses:** If a student fails to earn a "B" or higher in a leveling course, they are no longer eligible for Preparatory Admission; however, they may retake the leveling course and apply for the MS-SLP program through the regular admissions process. The tuition credit is applied only when all leveling courses are completed with a grade of "B" or higher. Students may withdraw from a single course one time and no more than two (2) times in total throughout the completion of the required leveling courses to remain eligible for Preparatory Admission status; however, all required leveling courses still must be completed within the original three trimester time frame.
- **Advancement to Admission to MS-SLP Program:** Students who pass all leveling courses with a grade of "B" or higher, have 3.0 or higher in the ASHA basic courses, and complete all admissions requirements for the MS-SLP program are granted admission to the MS-SLP program on the student's campus of choice in the next available term, pending space availability. The Admission's Office automatically updates the student's admission status after confirmation from the Program Director.

Delivery of Coursework

The MS-SLP program is 55–58 credits. Credit hour total varies based on the student's choice of elective credit courses. The MS-SLP program is offered on a full-time basis over five trimesters. Coursework is provided in a blended learning format. This is a combination of an online learning component with classroom instruction. Clinical classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive online activities and augmented by in-class discussions, patient interactions, and simulation. This learning style allows students to have a vast range of learning techniques at their fingertips.

Standard Occupational Classification code for which program is intended to prepare graduates: Speech-Language Pathologist (29-1127); Health Specialties Teachers, Postsecondary (25-1071)

The MS-SLP program undergoes a continuous improvement process and is evaluated frequently for enhancements.

Washington Students

The MS-SLP program satisfies the educational requirements for licensure in Washington state.

MS-SLP Leveling Courses

- SLP 5003 - Introduction to Audiology Hours: 3
- SLP 5005 - Aural Rehabilitation Hours: 3
- SLP 5008 - Speech Anatomy and Physiology Hours: 3
- SLP 5014 - Introduction to Communication Sciences and Disorders Hours: 3
- SLP 5032 - Normal Speech and Language Development Hours: 3
- SLP 5026 - Phonetics Hours: 3

MS-SLP Curriculum – For Students Starting Summer 2025 Term or After

Trimester 1

- SLP 5110 - Early Language Disorders Hours: 3
- SLP 5112 - Clinical Practicum I: Foundational Clinical Methods Hours: 3
- SLP 5115 - Speech Sound Disorders Hours: 3
- SLP 5320 - Research Methods and Evidence-Based Practice Hours: 3

Total Hours 12

Trimester 2

- SLP 5130 - Cognitive Communication Disorders Hours: 3
- SLP 5230 - School Age Language Disorders Hours: 3
- SLP 5232 - Clinical Practicum II: Diagnostic Fundamentals Hours: 3
- SLP 5415 - Autism and Social Communication Disorders Hours: 2

Total Hours 12

Trimester 3

- SLP 5220 - Adult Neurogenic Disorders Hours: 3
- SLP 5235 - Dysphagia Hours: 3

- SLP 5313 - Clinical Practicum III: Diagnostics and Intervention in Adult Populations Hours: 3
- SLP 5340 - Fluency & Fluency Disorders Hours: 3

Total Hours 12

Trimester 4

- SLP 5345 - Motor Speech and Cognitive-Communication Disorders Hours: 3
- SLP 5404 - Clinical Practicum IV: Clinical Counseling in Speech-Language Pathology Hours: 3
- SLP 5450 - Augmentative and Alternative Communication Hours: 3
- SLP 5455 - Voice & Velopharyngeal Disorders Hours: 3

Total Hours 10

Trimester 5

- SLP 5460 - Professional Issues in Speech-Language Pathology Hours: 2
- SLP 5515 - Clinical Practicum V: Culturally Responsive Practice in SLP & Bilingual Assessment/Treatment Hours: 3
- SLP 5565 - Integrated Knowledge and Skills in Speech-Language Pathology Hours: 3
- *HSC course or IPE elective* *Hours: 3*

Total Hours 8

Degree Credit Hours 55–58

Curriculum – For Students Starting Fall 2024 Term or Spring 2025 Term

Trimester 1

- SLP 5110 - Early Language Disorders Hours: 3
- SLP 5112 - Clinical Practicum I: Foundational Clinical Methods Hours: 3
- SLP 5115 - Speech Sound Disorders Hours: 3
- SLP 5125 - Clinical Neuroscience for Speech-Language Pathology Hours: 3

Total Hours 12

Trimester 2

- SLP 5220 - Adult Neurogenic Disorders Hours: 3
- SLP 5230 - School Age Language Disorders Hours: 3
- SLP 5232 - Clinical Practicum II: Diagnostic Fundamentals Hours: 3
- SLP 5235 - Dysphagia Hours: 3

Total Hours 12

Trimester 3

- SLP 5320 - Research Methods and Evidence-Based Practice Hours: 3
- SLP 5345 - Motor Speech and Cognitive-Communication Disorders Hours: 3
- SLP 5313 - Clinical Practicum III: Diagnostics and Intervention in Adult Populations Hours: 3
- SLP 5340 - Fluency & Fluency Disorders Hours: 3

Total Hours 12

Trimester 4

- SLP 5404 - Clinical Practicum IV: Clinical Counseling in Speech-Language Pathology Hours: 3
- SLP 5415 - Autism and Social Communication Disorders Hours: 2
- SLP 5450 - Augmentative and Alternative Communication Hours: 3
- SLP 5455 - Voice & Velopharyngeal Disorders Hours: 3

Total Hours 10

Trimester 5

- SLP 5460 - Professional Issues in Speech-Language Pathology Hours: 2
- SLP 5515 - Clinical Practicum V: Culturally Responsive Practice in SLP & Bilingual Assessment/Treatment Hours: 3
- SLP 5565 - Integrated Knowledge and Skills in Speech-Language Pathology Hours: 3
- *HSC Course or IPE Elective* *Hours: 3*

Total Hours 8

Degree Credit Hours 55–58

Curriculum – For Students Starting Summer 2024

Trimester 1

- SLP 5110 - Early Language Disorders Hours: 3
- SLP 5112 - Clinical Practicum I: Foundational Clinical Methods Hours: 3
- SLP 5115 - Speech Sound Disorders Hours: 3
- SLP 5125 - Clinical Neuroscience for Speech-Language Pathology Hours: 3

Total Hours 12

Trimester 2

- SLP 5220 - Adult Neurogenic Disorders Hours: 3
- SLP 5230 - School Age Language Disorders Hours: 3
- SLP 5232 - Clinical Practicum II: Diagnostic Fundamentals Hours: 3
- SLP 5235 - Dysphagia Hours: 3

Total Hours 12

Trimester 3

- HSC 5136 - Evidence-Informed Practice: Research Fundamentals Hours: 2
- SLP 5320 - Research Methods and Evidence-Based Practice Hours: 3
  Course is one credit hour.
- SLP 5345 - Motor Speech and Cognitive-Communication Disorders Hours: 3
- SLP 5313 - Clinical Practicum III: Diagnostics and Intervention in Adult Populations Hours: 3
- SLP 5340 - Fluency & Fluency Disorders Hours: 3

Total Hours 12

Trimester 4

- SLP 5404 - Clinical Practicum IV: Clinical Counseling in Speech-Language Pathology Hours: 3
- SLP 5415 - Autism and Social Communication Disorders Hours: 2
- SLP 5450 - Augmentative and Alternative Communication Hours: 3
- SLP 5455 - Voice & Velopharyngeal Disorders Hours: 3

Total Hours 10

Trimester 5

- SLP 5460 - Professional Issues in Speech-Language Pathology Hours: 2
- SLP 5515 - Clinical Practicum V: Culturally Responsive Practice in SLP & Bilingual Assessment/Treatment Hours: 3
- SLP 5565 - Integrated Knowledge and Skills in Speech-Language Pathology Hours: 3
- *HSC Course or IPE Elective* *Hours: 3*

Total Hours 8

Degree Credit Hours 55–58

Curriculum – For Students Starting Prior to Summer 2024

Trimester 1

- SLP 5110 - Early Language Disorders Hours: 3
- SLP 5112 - Clinical Practicum I: Foundational Clinical Methods Hours: 3
- SLP 5115 - Speech Sound Disorders Hours: 3
- SLP 5125 - Clinical Neuroscience for Speech-Language Pathology Hours: 3

Total Hours 12

Trimester 2

- SLP 5220 - Adult Neurogenic Disorders Hours: 3
- SLP 5230 - School Age Language Disorders Hours: 3
- SLP 5232 - Clinical Practicum II: Diagnostic Fundamentals Hours: 3
- SLP 5235 - Dysphagia Hours: 3

Total Hours 12

Trimester 3

- HSC 5136 - Evidence-Informed Practice: Research Fundamentals Hours: 2
- SLP 5320 - Research Methods and Evidence-Based Practice Hours: 3
  Course is one credit hour.
- SLP 5345 - Motor Speech and Cognitive-Communication Disorders Hours: 3

- SLP 5313 - Clinical Practicum III: Diagnostics and Intervention in Adult Populations Hours: 3
- SLP 5340 - Fluency & Fluency Disorders Hours: 3

Total Hours 12

Trimester 4

- SLP 5404 - Clinical Practicum IV: Clinical Counseling in Speech-Language Pathology Hours: 3
- SLP 5415 - Autism and Social Communication Disorders Hours: 2
- SLP 5450 - Augmentative and Alternative Communication Hours: 2
- SLP 5455 - Voice & Velopharyngeal Disorders Hours: 3

Total Hours 10

Trimester 5

- SLP 5460 - Professional Issues in Speech-Language Pathology Hours: 3
- SLP 5515 - Clinical Practicum V: Culturally Responsive Practice in SLP & Bilingual Assessment/Treatment Hours: 3
- SLP 5565 - Integrated Knowledge and Skills in Speech-Language Pathology Hours: 3
- *HSC Course or IPE Elective* *Hours: 3*

Total Hours 9 or 12

Degree Credit Hours 55 or 58

Physical Therapy, DPT

Mission Statement

The mission of the USAHS physical therapy program is to graduate Doctors of Physical Therapy who are skilled movement specialists and adaptive leaders. They promote health equity and improve the human experience through communication, interprofessional collaboration, and exceptional clinical reasoning.

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 110 credits and is offered as a residential (i.e., campus-based) program over seven trimesters.* Coursework is provided in a blended learning format, which is a combination of an online learning component with classroom instruction. Lab classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive online activities and augmented by in-class discussions, patient interactions, and simulation. This learning style allows students to have a vast range of learning techniques at their fingertips.

** For students entering Fall 2024 term or after, the program is 110 credits over seven trimesters. For students entering prior to Fall 2024 term, the program is 131 credits over eight trimesters.*

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

The DPT program satisfies the educational requirements for licensure in Washington state.

DPT Curriculum – For Students Starting Fall 2024 or After

In this plan of study, students complete the DPT 7-term curriculum. In each trimester of this curriculum, students complete 15-week courses (Term A) as well as 7.5-week courses occurring in the first part of the trimester (Subterm D) and in the second part of the trimester (Subterm E).

Trimester 1

Term A

- PHT 5117C - Integrated Foundational Sciences Hours: 6
- PHT 5161 - Professional Formation I Hours: 2
- PHT 5162C - Health Promotion, Fitness, and Wellness Hours: 2
- PHT 5166C - Integrated Clinical Lab I Hours: 2

Subterm D

- PHT 5128 - Teaching and Learning in Physical Therapy Hours: 1
- PHT 5139 - Fundamentals of Physical Therapy Hours: 2

Subterm E

- PHT 5151 - Societal Health & Healthcare Systems Hours: 1
- PHT 5156 - Evidence-Informed Practice Hours: 2

Total Hours 18

Trimester 2

Term A

- PHT 5262 - Professional Formation II Hours: 1
- PHT 5266C - Integrated Clinical Lab II Hours: 2

Subterm D

- PHT 5203 - Clinical Reasoning and Communication Hours: 1
- PHT 5211C - Patient Examination I Hours: 2
- PHT 5216 - Biophysical Agents Hours: 1
- PHT 5228 - Science of Movement Hours: 2
- PHT 5237 - Medical Screening & Pathology I Hours: 2

Published April 2025. Information is accurate as of the date of publication. The online catalog at http://catalog.usa.edu/ is updated throughout the academic year. Parties should consult the online catalog for current information.

Subterm E

- PHT 5222C - Patient Examination II Hours: 2
- PHT 5244 - Innovation and Technology Hours: 1
- PHT 5247 - Medical Screening & Pathology II Hours: 2
- PHT 5249C - Exercise Science and Prescription Hours: 3

Total Hours 19

Trimester 3

Term A

- PHT 5303 - Integumentary Hours: 1
- PHT 5342 - Clinical Reasoning & Decision Making I Hours: 1
- PHT 5363 - Professional Formation III Hours: 1
- PHT 5366C - Integrated Clinical Lab III Hours: 2

Subterm D

- PHT 5311C - Neuromuscular I Hours: 2
- PHT 5321C - Musculoskeletal I Hours: 2
- PHT 5332C - Cardiovascular and Pulmonary I Hours: 2

Subterm E

- PHT 5302C - Neuromuscular II Hours: 2
- PHT 5322C - Musculoskeletal II Hours: 2
- PHT 5341C - Cardiovascular & Pulmonary II Hours: 2

Total Hours 17

Trimester 4

Term A

- PHT 5442 - Clinical Reasoning and Decision Making II Hours: 1
- PHT 5464 - Professional Formation IV Hours: 1
- PHT 5466C - Integrated Clinical Lab IV Hours: 2

Subterm D

- PHT 5403C - Musculoskeletal III Hours: 2
- PHT 5419C - Physical Therapy Across the Lifespan: Pediatrics Hours: 2
- PHT 5423C - Neuromuscular III Hours: 2
- PHT 5428C - Acute Care Physical Therapy Hours: 2

Subterm E

- PHT 5404C - Musculoskeletal IV Hours: 2
- PHT 5424C - Neuromuscular IV Hours: 2

- PHT 5434C - Physical Therapy Across the Lifespan: Older Adults Hours: 2
- PHT 5447C - Prosthetics and Orthotics Hours: 2

Total Hours 20

Trimester 5

Term A

- PHT 5540 - Terminal Clinical I Hours: 10

Subterm D

- PHT 5526 - Humanities in Healthcare Hours: 2

Total Hours 12

Trimester 6

Term A

- PHT 5640 - Terminal Clinical II Hours: 8

Subterm E

- PHT 5631 - Advanced Clinical Skills Hours: 1
- PHT 5617 - Frontiers in Rehabilitation Hours: 2
- PHT 5655 - Professional Formation V Hours: 1

Total Hours 12

Trimester 7

Term A

- PHT 5740 - Terminal Clinical III Hours: 8

Subterm E

- PHT 5732 - Research Hours: 1
- PHT 5733 - Leadership and Administration Hours: 1
- PHT 5766 - Professional Formation VI Hours: 2

Total Hours 12

Degree Credit Hours 110

DPT Curriculum – For Students Starting Fall 2023 or After

In this plan of study, students complete the PT Management for Musculoskeletal Disorders course series.

Trimester I

- HSC 5136 - Evidence-Informed Practice: Research Fundamentals Hours: 2
- PHT 5121C - Gross Anatomy I Hours: 4
- PHT 5125C - Applied Anatomy I Hours: 1
- PHT 5130C - Patient Care Management I Hours: 3
- PHT 5150 - Pathophysiology Hours: 4
- PHT 5155 - Physical Therapist Practice I Hours: 3
- PHT 5160C - Soft Tissue Interventions I Hours: 1

Total Hours 18

Trimester II

- PHT 5220C - Gross Anatomy II Hours: 4
- PHT 5226C - Applied Anatomy II Hours: 1
- PHT 5230C - Biomechanics Hours: 4
- PHT 5240 - Imaging Hours: 2
- PHT 5245C - Movement Science I Hours: 4
- PHT 5251C - Foundations of Musculoskeletal Care Hours: 4

Total Hours 19

Trimester III

- PHT 5310C - Clinical Neuroscience Hours: 4
- PHT 5315C - Neuromuscular I: Concepts and Examination Hours: 3
- PHT 5345C - Movement Science II Hours: 4
- PHT 5351C - Physical Therapy Management of Musculoskeletal Disorders I Hours: 4
- PHT 5360C - Differential Diagnosis Hours: 2
- PHT 5375 - Pharmacology Hours: 2

Total Hours 19

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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 5452C - Physical Therapy Management of Musculoskeletal Disorders II Hours: 4
- PHT 5456 - Physical Therapist Practice II Hours: 3

Total Hours 19

Trimester V

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

Total Hours 16

Trimester VI

- PHT 5610C - Pediatric Physical Therapy Hours: 3
- PHT 5615C - Neuromuscular III: Advanced Examination and Intervention Hours: 3
- PHT 5620C - Geriatric Physical Therapy Hours: 3
- PHT 5653C - Physical Therapy Management of Musculoskeletal Disorders III Hours: 1
- PHT 5665 - Wellness and Health Promotion Hours: 3
- PHT 5670 - Administration and Management in Physical Therapy Hours: 3

Total Hours 16

Trimester VII

- PHT 5770 - Terminal Clinical Experience I Hours: 11
- PHT 5780 - Knowledge Translation for Clinical Practice Hours: 1

Total Hours 12

Trimester VIII

- PHT 5835 - Evidence-Informed Practice III Hours: 1
- PHT 5870 - Terminal Clinical Experience II Hours: 11

Total Hours 12

Degree Credit Hours 131

DPT Curriculum – For Students Starting Summer 2023 or Before

In this plan of study, students complete the Musculoskeletal I–IV course series.

Trimester I

- HSC 5136 - Evidence-Informed Practice: Research Fundamentals Hours: 2
- PHT 5121C - Gross Anatomy I Hours: 4
- PHT 5125C - Applied Anatomy I Hours: 1
- PHT 5130C - Patient Care Management I Hours: 3
- PHT 5150 - Pathophysiology Hours: 4
- PHT 5155 - Physical Therapist Practice I Hours: 3
- PHT 5160C - Soft Tissue Interventions I Hours: 1

Total Hours 18

Trimester II

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

Total Hours 18

Trimester III

- PHT 5310C - Clinical Neuroscience Hours: 4
- PHT 5315C - Neuromuscular I: Concepts and Examination Hours: 3
- PHT 5345C - Movement Science II Hours: 4
- PHT 5350C - Musculoskeletal II: Extremity Hours: 3

- PHT 5360C - Differential Diagnosis Hours: 2
- PHT 5375 - Pharmacology Hours: 2

Total Hours 18

Trimester IV

- PHT 5415C - Neuromuscular II: Evidence in Interventions Hours: 3
- PHT 5420C - Cardiovascular and Pulmonary Physical Therapy Hours: 3
- PHT 5430C - Patient Care Management II Hours: 3
- PHT 5435C - Biophysical Agents Hours: 2
- PHT 5440C - Physical Therapy for the Integumentary & Lymphatic Systems Hours: 1
- PHT 5450C - Musculoskeletal III: Spine Hours: 3
- PHT 5456 - Physical Therapist Practice II Hours: 3

Total Hours 18

Trimester V

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

Total Hours 16

Trimester VI

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

Total Hours 18

Trimester VII

- PHT 5770 - Terminal Clinical Experience I Hours: 11
- PHT 5780 - Knowledge Translation for Clinical Practice Hours: 1

Total Hours 12

Trimester VIII

- PHT 5835 - Evidence-Informed Practice III Hours: 1
- PHT 5870 - Terminal Clinical Experience II Hours: 11

Total Hours 12

Degree Credit Hours 131

Physical Therapy, Flex DPT

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

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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 schedule of the Residential program. By substituting asynchronous online education for most standard classroom participation and holding weekend labs on campus, an individual can earn a DPT degree in nine trimesters (three 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 Residential and the Flex program complete three full-time clinical experiences in the second half of the program. This portion of the curriculum will require

full-time attendance by the Flex DPT student at a designated clinical site, which may require students to temporarily relocate to fulfill clinical requirements.

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

Mission Statement

The mission of the USAHS physical therapy program is to graduate Doctors of Physical Therapy who are skilled movement specialists and adaptive leaders. They promote health equity and improve the human experience through communication, interprofessional collaboration, and exceptional clinical reasoning.

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 Flex DPT program requires 110 credits and is offered over nine trimesters.* More than 50% of the coursework is delivered to the student online through a web-based learning management system that includes graphics, videos, and audio clips. There are

opportunities provided for faculty-to-student and student-to-student synchronous and asynchronous interactive collaboration. Assessment of online learning outcomes includes a wide variety of evaluation tools depending on the course outcomes, such as (1) quizzes and exams completed online, (2) graded discussion assignments, (3) case reports, (4) group projects, (5) research papers, and (6) article critiques.

In courses with a lab component, students come together on campus for up to 16 hours of laboratory classes per weekend for up to eight weekends during a 15-week trimester. The lab sessions provide an avenue for teaching activities not well suited for online delivery, such as the hands-on learning that is vital to physical therapy education; in addition to oral presentations, proctored written examinations, lab practical testing, and socialization activities. Currently, these lab activities are located on the St. Augustine, Florida; Austin, Texas; and San Marcos, California, campuses.

** For students entering Fall 2024 term or after, the program is 110 credits over nine trimesters. For students entering prior to Fall 2024 term, the program is 131 credits over twelve trimesters.*

Standard Occupational Classification codes for which program is intended to prepare graduates: Physical Therapist (29-1123); Health Specialties Teachers, Postsecondary (25-1071)

California PT Licensure

As of the date of publication of the catalog, in order to be eligible for professional licensure as a Physical Therapist in California, Doctor of Physical Therapy (DPT) program graduates must hold a degree from an accredited Physical Therapy program. DPT graduates that are applying for licensure in the state of California are required to submit an Application of Examination and/or Licensure and all other required documentation, Certificate of Completion Form (P1E) completed by the registrar, application fee, and passing licensure exam score from the Federation of State Boards of Physical Therapy (FSBPT) to the Physical Therapy Board of California.

Washington State Residents

The Flex DPT program satisfies the educational requirements for licensure in Washington state.

Flex DPT Curriculum – For Students Starting Fall 2024 or After

In this plan of study, students complete the DPT 9-term curriculum. In each trimester of this curriculum, students complete 15-week courses (Term A) as well as 7.5-week

courses occurring in the first part of the trimester (Subterm D) and in the second part of the trimester (Subterm E).

Trimester 1

Term A

- PHT 5117C - Integrated Foundational Sciences Hours: 6
- PHT 5159 - Professional Formation IA Hours: 1
- PHT 5162C - Health Promotion, Fitness, and Wellness Hours: 2
- PHT 5164C - Integrated Clinical Lab I X Hours: 1

Subterm D

- PHT 5128 - Teaching and Learning in Physical Therapy Hours: 1

Subterm E

- PHT 5139 - Fundamentals of Physical Therapy Hours: 2

Total Hours 13

Trimester 2

Term A

- PHT 5211C - Patient Examination I Hours: 2
- PHT 5237 - Medical Screening & Pathology I Hours: 2
- PHT 5259 - Professional Formation IB Hours: 1
- PHT 5264C - Integrated Clinical Lab II X Hours: 2

Subterm D

- PHT 5203 - Clinical Reasoning and Communication Hours: 1
- PHT 5228 - Science of Movement Hours: 2

Subterm E

- PHT 5151 - Societal Health & Healthcare Systems Hours: 1
- PHT 5249C - Exercise Science and Prescription Hours: 3

Total Hours 14

Trimester 3

Term A

- PHT 5222C - Patient Examination II Hours: 2
- PHT 5247 - Medical Screening & Pathology II Hours: 2
- PHT 5262 - Professional Formation II Hours: 1
- PHT 5364C - Integrated Clinical Lab III X Hours: 2

Subterm D

- PHT 5156 - Evidence-Informed Practice Hours: 2
- PHT 5332C - Cardiovascular and Pulmonary I Hours: 2

Subterm E

- PHT 5244 - Innovation and Technology Hours: 1
- PHT 5341C - Cardiovascular & Pulmonary II Hours: 2

Total Hours 14

Trimester 4

Term A

- PHT 5342 - Clinical Reasoning & Decision Making I Hours: 1
- PHT 5467C - Integrated Clinical Lab IV X Hours: 1

Subterm D

- PHT 5216 - Biophysical Agents Hours: 1
- PHT 5311C - Neuromuscular I Hours: 2
- PHT 5321C - Musculoskeletal I Hours: 2

Subterm E

- PHT 5302C - Neuromuscular II Hours: 2
- PHT 5322C - Musculoskeletal II Hours: 2

Total Hours 11

Trimester 5

Term A

- PHT 5303 - Integumentary Hours: 1
- PHT 5363 - Professional Formation III Hours: 1
- PHT 5442 - Clinical Reasoning and Decision Making II Hours: 1
- PHT 5564C - Integrated Clinical Lab V X Hours: 1

Subterm D

- PHT 5403C - Musculoskeletal III Hours: 2
- PHT 5423C - Neuromuscular III Hours: 2

Subterm E

- PHT 5404C - Musculoskeletal IV Hours: 2
- PHT 5424C - Neuromuscular IV Hours: 2

Total Hours 12

Trimester 6

Term A

- PHT 5464 - Professional Formation IV Hours: 1
- PHT 5664C - Integrated Clinical Lab VI X Hours: 1

Subterm D

- PHT 5419C - Physical Therapy Across the Lifespan: Pediatrics Hours: 2
- PHT 5428C - Acute Care Physical Therapy Hours: 2

Subterm E

- PHT 5434C - Physical Therapy Across the Lifespan: Older Adults Hours: 2
- PHT 5447C - Prosthetics and Orthotics Hours: 2

Total Hours 10

Trimester 7

Term A

- PHT 5540 - Terminal Clinical I Hours: 10

Subterm D

- PHT 5526 - Humanities in Healthcare Hours: 2

Total Hours 12

Trimester 8

Term A

- PHT 5640 - Terminal Clinical II Hours: 8

Subterm E

- PHT 5617 - Frontiers in Rehabilitation Hours: 2
- PHT 5631 - Advanced Clinical Skills Hours: 1
- PHT 5655 - Professional Formation V Hours: 1

Total Hours 12

Trimester 9

Term A

- PHT 5740 - Terminal Clinical III Hours: 8

Subterm E

- PHT 5732 - Research Hours: 1
- PHT 5733 - Leadership and Administration Hours: 1
- PHT 5766 - Professional Formation VI Hours: 2

Total Hours 12

Degree Credit Hours 110

Flex DPT Curriculum – For Students Starting Fall 2023 or After

In this plan of study students complete the PT Management of Musculoskeletal Disorders course series.

Trimester I

- HSC 5136 - Evidence-Informed Practice: Research Fundamentals Hours: 2
- PHT 5121C - Gross Anatomy I Hours: 4
- PHT 5125C - Applied Anatomy I Hours: 1
- PHT 5155 - Physical Therapist Practice I Hours: 3
- PHT 5160C - Soft Tissue Interventions I Hours: 1

Total Hours 11

Trimester II

- PHT 5130C - Patient Care Management I Hours: 3
- PHT 5150 - Pathophysiology Hours: 4
- PHT 5220C - Gross Anatomy II Hours: 4
- PHT 5226C - Applied Anatomy II Hours: 1

Total Hours 12

Trimester III

- PHT 5230C - Biomechanics Hours: 4
- PHT 5245C - Movement Science I Hours: 4
- PHT 5251C - Foundations of Musculoskeletal Care Hours: 4

Total Hours 12

Trimester IV

- PHT 5240 - Imaging Hours: 2
- PHT 5310C - Clinical Neuroscience Hours: 4
- PHT 5345C - Movement Science II Hours: 4
- PHT 5435C - Biophysical Agents Hours: 2

Total Hours 12

Trimester V

- PHT 5315C - Neuromuscular I: Concepts and Examination Hours: 3
- PHT 5351C - Physical Therapy Management of Musculoskeletal Disorders I Hours: 4
- PHT 5360C - Differential Diagnosis Hours: 2
- PHT 5440C - Physical Therapy for the Integumentary & Lymphatic Systems Hours: 1

Total Hours 10

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 5452C - Physical Therapy Management of Musculoskeletal Disorders II Hours: 4
- PHT 5456 - Physical Therapist Practice II Hours: 3
- PHT 5535 - Evidence-Informed Practice II Hours: 2

Total Hours 12

Trimester VIII

- PHT 5530C - Patient Care Management III Hours: 3
- PHT 5550C - Soft Tissue Interventions II Hours: 2
- PHT 5570 - Integrated Clinical Experience Hours: 6

Total Hours 11

Trimester IX

- PHT 5610C - Pediatric Physical Therapy Hours: 3
- PHT 5620C - Geriatric Physical Therapy Hours: 3
- PHT 5670 - Administration and Management in Physical Therapy Hours: 3

Total Hours 9

Trimester X

- PHT 5615C - Neuromuscular III: Advanced Examination and Intervention Hours: 3
- PHT 5653C - Physical Therapy Management of Musculoskeletal Disorders III Hours: 1
- PHT 5665 - Wellness and Health Promotion Hours: 3

Total Hours 7

Trimester XI

- PHT 5770 - Terminal Clinical Experience I Hours: 11
- PHT 5780 - Knowledge Translation for Clinical Practice Hours: 1

Total Hours 12

Trimester XII

- PHT 5835 - Evidence-Informed Practice III Hours: 1
- PHT 5870 - Terminal Clinical Experience II Hours: 11

Total Hours 12

Degree Credit Hours 131

Flex DPT Curriculum – For Students Starting Summer 2023 or Before

In this plan of study students complete the Musculoskeletal I–IV course series.

Trimester I

- HSC 5136 - Evidence-Informed Practice: Research Fundamentals Hours: 2
- PHT 5121C - Gross Anatomy I Hours: 4
- PHT 5125C - Applied Anatomy I Hours: 1

- PHT 5155 - Physical Therapist Practice I Hours: 3
- PHT 5160C - Soft Tissue Interventions I Hours: 1

Total Hours 11

Trimester II

- PHT 5130C - Patient Care Management I Hours: 3
- PHT 5150 - Pathophysiology Hours: 4
- PHT 5220C - Gross Anatomy II Hours: 4
- PHT 5226C - Applied Anatomy II Hours: 1

Total Hours 12

Trimester III

- PHT 5230C - Biomechanics Hours: 4
- PHT 5245C - Movement Science I Hours: 4
- PHT 5250C - Musculoskeletal I: Introduction to Orthopedic Physical Therapy Hours: 4

Total Hours 12

Trimester IV

- PHT 5240 - Imaging Hours: 2
- PHT 5310C - Clinical Neuroscience Hours: 4
- PHT 5345C - Movement Science II Hours: 4
- PHT 5435C - Biophysical Agents Hours: 2

Total Hours 12

Trimester V

- PHT 5315C - Neuromuscular I: Concepts and Examination Hours: 3
- PHT 5350C - Musculoskeletal II: Extremity Hours: 3
- PHT 5360C - Differential Diagnosis Hours: 2
- PHT 5440C - Physical Therapy for the Integumentary & Lymphatic Systems Hours: 1

Total Hours 9

Trimester VI

- PHT 5375 - Pharmacology Hours: 2
- PHT 5415C - Neuromuscular II: Evidence in Interventions Hours: 3
- PHT 5430C - Patient Care Management II Hours: 3
- PHT 5525C - Prosthetics, Orthotics, and Assistive Technology Hours: 3

Total Hours 11

Trimester VII

- PHT 5420C - Cardiovascular and Pulmonary Physical Therapy Hours: 3
- PHT 5450C - Musculoskeletal III: Spine Hours: 3
- PHT 5456 - Physical Therapist Practice II Hours: 3
- PHT 5535 - Evidence-Informed Practice II Hours: 2

Total Hours 11

Trimester VIII

- PHT 5530C - Patient Care Management III Hours: 3
- PHT 5550C - Soft Tissue Interventions II Hours: 2
- PHT 5570 - Integrated Clinical Experience Hours: 6

Total Hours 11

Trimester IX

- PHT 5610C - Pediatric Physical Therapy Hours: 3
- PHT 5620C - Geriatric Physical Therapy Hours: 3
- PHT 5670 - Administration and Management in Physical Therapy Hours: 3

Total Hours 9

Trimester X

- PHT 5615C - Neuromuscular III: Advanced Examination and Intervention Hours: 3
- PHT 5650C - Musculoskeletal IV: Clinical Reasoning Hours: 3
- PHT 5665 - Wellness and Health Promotion Hours: 3

Total Hours 9

Trimester XI

- PHT 5770 - Terminal Clinical Experience I Hours: 11
- PHT 5780 - Knowledge Translation for Clinical Practice Hours: 1

Total Hours 12

Trimester XII

- PHT 5835 - Evidence-Informed Practice III Hours: 1
- PHT 5870 - Terminal Clinical Experience II Hours: 11

Total Hours 12

Degree Credit Hours 131

Physical Therapy, tDPT

This program is not currently enrolling new students.

Mission Statement

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

Program Learning Outcomes

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

- display personal and professional development and lifelong learning activities in the physical therapy profession,
- initiate collaborative relationships and communication with patients/clients and other healthcare providers,

- adopt evidence-based practice and informed-decision making within physical therapy practice,
- exhibit effective communication skills in physical therapy practice to advance professional goals,
- display professional and ethical behavior in daily interactions within physical therapy practice,
- exhibit leadership skills to promote the advancement of the profession of physical therapy, and
- utilize critical thinking and reasoning skills when making decisions within physical therapy practice.

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

Admission Requirements

See Admissions, Records, and Registration for prerequisites and application information.

Academic Requirements

To remain in the tDPT program, the student must

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

Program Overview

The physical therapist holding a master's degree (entry-level or post-professional) will need to complete Information Literacy for Evidence-Based Practice, Introduction to Interprofessional Scholarly Studies, and Capstone Project for 9 required academic credits, and 15 elective academic credits. The tDPT program is 24 credits for the master's level students.

The physical therapist holding a bachelor's degree in physical therapy will need to complete Information Literacy for Evidence-Based Practice, Introduction to Interprofessional Scholarly Studies, Pharmacology, Imaging, Differential Diagnosis, and Capstone Project for 18 required academic credits and will need to complete 4 elective academic credits and 38 clinical integration credits (Clinical Integration I, II, III, IV, and V), which may be completed through advanced standing. The tDPT program is 60 credits for the bachelor's level students.

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

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

Process for Obtaining the Transitional DPT Degree

- Students begin by completing coursework in either a clinical specialty track, leading toward a certification, or a nonspecialty clinical track of elective coursework. Students may begin registering for the necessary seminars and coursework as soon as they are accepted into the program. Many credit assignments consist of an online course with required short essay assignments and unit quizzes.
- For the specialty clinical track, following completion of all certification seminars, the student may attend the Preparation and Certification Examination Week. *Completion of the certification examination is not required for degree completion*.
- Once a student with a master's degree has obtained 19 credits toward the degree program, he or she will proceed to Capstone Project I and II. An assigned Faculty Advisor approves an outline of the project, and then the student will complete either one publishable case report or one publishable article. The Advisor will review and assist with revisions as needed.
- If a clinical residency is chosen in lieu of the capstone project, the proposed residency site and mentor must meet the approval of the Program Director and residency criteria. It is recommended that students complete at least two specialty-track seminars prior to starting the residency. The approval process

must begin early in the program. Contact the department for an explanation of the approval process.

- Students with a BSPT will proceed by completing the 51 required credits including Information Literacy for Evidence-Based Practice, Introduction to Interprofessional Scholarly Studies, Pharmacology, Differential Diagnosis for the Therapist, Imaging, and Clinical Integration courses I–V, and 4 elective credits. Upon completion of 55 credits, students may begin work on Capstone Project I and II. An assigned Faculty Advisor approves an outline of the project, and then the student completes either one publishable case report or one publishable article. The Advisor will review and assist with revisions as needed.

Delivery of Coursework

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

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

Course Time Limits

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

Time Limit

It is required that tDPT (bachelor's entry) students complete all requirements within four years; tDPT (master's entry) students complete all requirements within two years and four months. An extension of up to two years may be requested for tDPT (bachelor's entry) and an extension of one year and four months may be requested for tDPT (master's entry).

Tuition and Fees

See Financial Information.

Standard Occupational Classification codes for which program is intended to prepare graduates: Physical Therapist (29-1123); Health Specialties Teachers, Postsecondary (25-1071)

tDPT Curriculum (Bachelor's Level)

This program is not enrolling new students.

Bachelor's-level students will take 38 clinical core hours, 18 other core credit hours, and 4 elective or specialization credit hours for a total of 60 credit hours. The Bachelor's level tDPT program may be completed in four (4) years.

Specializations Manual Therapy, Primary Care, and Craniofacial lead to a certification upon successful completion of coursework, clinical education completion, and passing the related certification exam.

Core Curriculum

- HSC 7200 - Information Literacy for Evidence-Based Practice — Hours: 1
- HSC 7400 - Differential Diagnosis — Hours: 3
- IPE 7001 - Interprofessional Education and Collaborative Practice — Hours: 3

  or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) — Hours: 3
- HSC 7401 - Pharmacology — Hours: 3
- Specialization or non-specialization elective courses — Hours: 4
- PHT 7496 - Capstone Project I — Hours: 1
- *and*
- PHT 7497 - Capstone Project II — Hours: 4

  or

- PHT 6498 - Clinical Residency — Hours: 5
- PHT 7470 - Clinical Integration I: Reflective Practice — Hours: 8
- PHT 7472 - Clinical Integration II: Lifelong Learning/Continuing Competence — Hours: 8
- PHT 7473 - Clinical Integration III: Teaching Strategies — Hours: 8
- PHT 7474 - Clinical Integration IV: Leadership — Hours: 8
- PHT 7475 - Clinical Integration V: Mentoring in Physical Therapy Practice — Hours: 6

  Note: Clinical Integration I–V require current clinical employment for which tuition reduction applies.

- HSC 7416 - Foundations of Imaging — Hours: 3

Degree Credit Hours 60

tDPT Curriculum (Master's Level)

This program is not enrolling new students.

Master's-level students will take 9 core credit hours and 15 elective or specialization credit hours for a total of 24 credit hours. The Master's-level tDPT program may be completed in three (3) years.

Specializations Manual Therapy, Primary Care, and Craniofacial lead to a Certification upon successful completion of coursework, clinical education completion, and passing the related certification exam.

Core Curriculum

- Specialization or Non-Specialization Elective Courses — Hours: 15
- HSC 7200 - Information Literacy for Evidence-Based Practice — Hours: 1
- IPE 7001 - Interprofessional Education and Collaborative Practice — Hours: 3

  or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) — Hours: 3
- PHT 7496 - Capstone Project I — Hours: 1
- *and*
- PHT 7497 - Capstone Project II — Hours: 4

  or

- PHT 6498 - Clinical Residency — Hours: 5

Degree Credit Hours 24

tDPT Elective Courses (Non-Specialty Track)

This program is not enrolling new students.

Bachelor's-level students will complete a core curriculum of 38 clinical core hours and 18 other core credit hours as well as 4 elective or specialization credit hours for a total of 60 credit hours. Master's-level students will complete a core curriculum of 9 core credit hours and 15 elective or specialization credit hours for a total of 24 credit hours.

Some specialization tracks may require a seminar prerequisite; view the Continuing Professional Education section for more details. Certification tracks require residency/onsite participation through CPE (Continuing Professional Education) at USAHS for those seeking to learn and enhance manual therapy knowledge and skills that culminate into preparation for a certification. The Manual Therapy, Primary Care,

and Craniofacial specializations lead to a certification upon successful completion of coursework, clinical education completion, and passing the related certification exam.

- BSC 7101 - Application of Motor Control and Motor Learning Theory to Neurologic Interventions Hours: 2
- BSC 7125 - The Pediatric Client with Neuromotor Involvement Hours: 3
- BSC 7155 - Functional Performance in the Older Adult Hours: 2
- BSC 7200 - Autism: Evidence, Etiology and Impact Hours: 3
- BSC 7301 - Ergonomics Hours: 2
- COM 7130 - Healthcare Communication and Collaboration Hours: 3
- EDF 7013 - Practical Application of Online Teaching Hours: 3
- EDF 7050 - Teaching Methods in Higher Education Hours: 3

or

- EDF 7050B - Teaching Methods in Higher Education (B) Hours: 3
- EDF 7161 - Program and Curricular Design for Health Science Education Hours: 3
- EDF 7171 - Motivation Theory in Health Care Education Hours: 3
- EDF 7175 - Foundational Theories in Education Hours: 3

or

- EDF 7175B - Foundational Theories in Education (B) Hours: 3
- EDF 7181 - Technology in Higher Education Hours: 3
- EDF 7235 - Ethical Principles in Healthcare Hours: 3
- EDF 7260 - Assessment and Evaluation in Health Professions Education Hours: 3
- HSA 7200 - Foundations of Healthcare Administration Hours: 3

or

- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3
- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3

or

- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3
- HSC 6031 - Cultural Competence Hours: 1
- HSC 6036 - Metabolic Disorders Hours: 1
- HSC 7320 - Fundamental Skills for Hand and Upper Extremity Therapy Hours: 2
- HSC 7325 - School-Based Practice Hours: 3
- HSC 7360 - Spinal Instability Hours: 2
- HSC 7400 - Differential Diagnosis Hours: 3
- HSC 7440 - Fundamentals of the Health Care Startup Business Hours: 3
- HSC 7470 - Legal and Regulatory Issues Hours: 3
- IPE 7050 - Evidence-Based Practice for Healthcare Professionals Hours: 3

or

- IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B) Hours: 3
- IPE 7025 - Psychosocial Strategies for Healthcare Hours: 3

or

- IPE 7025B - Psychosocial Strategies for Healthcare (B) Hours: 3
- IPE 7100 - Ethics in Health Care Hours: 3
- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3

or

- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3
- IPE 7200 - Cultural Competence in Healthcare Hours: 3

or

- IPE 7200B - Cultural Competence in Healthcare (B) Hours: 3
- IPE 7133 - Foundations in Healthcare Administration with Strategic Planning Hours: 3
- IPE 7316 - Women's Health and Wellbeing Hours: 3
- IPE 7255 - Evidence-based Concussion Management Hours: 3
- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3

or

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

or

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

tDPT Curriculum Craniofacial Certification Track

This program is not enrolling new students.

Bachelor's-level students complete a core curriculum of 38 clinical core hours and 18 other core credit hours as well as 4 elective or specialization credit hours for a total of 60 credit hours. Master's-level students complete a core curriculum of 9 core credit hours and 15 elective or specialization credit hours for a total of 24 credit hours.

Certification requires residency/onsite participation through CPE (Continuing Professional Education) at USAHS for those seeking to learn and enhance manual therapy knowledge and skills that culminate into preparation for a certificate in craniofacial therapy. Specializations Manual Therapy, Primary Care, and Craniofacial lead to a certification upon successful completion of coursework, clinical education completion, and passing the related certification exam.

- BSC 7001 - Foundations of Clinical Orthopaedics Hours: 3

  FCO, while not required for certification, is highly recommended.
- PHT 7201 - Introduction to Spinal Evaluation and Manipulation (S1) Hours: 3
- PHT 7203 - Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3) Hours: 3
- PHT 7331 - Evaluation and Treatment of the Craniomandibular System (CF1) Hours: 2
- PHT 7332 - Intermediate Craniofacial (CF2) Hours: 3
- PHT 7333 - Advanced Craniofacial (CF3) Hours: 3
- PHT 7334 - State of the Art Craniofacial Hours: 1

tDPT Curriculum Manual Therapy Certification Track

This program is not enrolling new students.

Bachelor's-level students will complete a core curriculum of 38 clinical core hours and 18 other core credit hours as well as 4 elective or specialization credit hours for a total of 60 credit hours. Master's-level students will complete a core curriculum of 9 core credit hours and 15 elective or specialization credit hours for a total of 24 credit hours.

Some specialization tracks may require a seminar prerequisite; view the Continuing Professional Education section for more details. Certification tracks require residency/onsite participation through CPE (Continuing Professional Education) at USAHS for those seeking to learn and enhance manual therapy knowledge and skills that culminate into preparation for a certification. The Manual Therapy, Primary Care, and Craniofacial specializations lead to a certification upon successful completion of coursework, clinical education completion, and passing the related certification exam.

- BSC 7001 - Foundations of Clinical Orthopaedics Hours: 3

  FCO, while not required for certification, is highly recommended.
- HSC 7210 - Extremity Evaluation and Manipulation (E1) Hours: 2
- PHT 7201 - Introduction to Spinal Evaluation and Manipulation (S1) Hours: 3
- PHT 7202 - Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2) Hours: 2

- PHT 7203 - Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3) Hours: 3
- PHT 7204 - Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4) Hours: 2
- PHT 7211 - Extremity Integration (E2) Hours: 2
- PHT 7220 - Myofascial Manipulation (MF1) Hours: 3

tDPT Curriculum Primary Care Certification Track

This program is not enrolling new students.

Bachelor's-level students will complete a core curriculum of 38 clinical core hours and 18 other core credit hours as well as 4 elective or specialization credit hours for a total of 60 credit hours. Master's-level students will complete a core curriculum of 9 core credit hours and 15 elective or specialization credit hours for a total of 24 credit hours.

Some specialization tracks may require a seminar prerequisite; view the Continuing Professional Education section for more details. Certification tracks require residency/onsite participation through CPE (Continuing Professional Education) at USAHS for those seeking to learn and enhance manual therapy knowledge and skills that culminate into preparation for a certification. The Manual Therapy, Primary Care, and Craniofacial specializations lead to a certification upon successful completion of coursework, clinical education completion, and passing the related certification exam.

- BSC 7001 - Foundations of Clinical Orthopaedics Hours: 3

  FCO, while not required for certification, is highly recommended.
- PHT 7201 - Introduction to Spinal Evaluation and Manipulation (S1) Hours: 3
- HSC 7210 - Extremity Evaluation and Manipulation (E1) Hours: 2
- HSC 7400 - Differential Diagnosis Hours: 3
- HSC 7401 - Pharmacology Hours: 3
- HSC 7416 - Foundations of Imaging Hours: 3

Clinical Orthopaedic Residency

The Clinical Orthopaedic Residency offers physical therapists the opportunity to enhance their clinical skills through post-professional training in examination, evaluation, clinical reasoning, manual therapy skills, and patient management based on the practice dimensions described in the "Orthopaedic Physical Therapy Description of Specialty Practice."

Participants can also earn academic credit toward the tDPT or EdD programs at the University of St. Augustine for Health Sciences.

Program Basics

- Length of residency: Minimum of 12 months; maximum of 36 months
- Prerequisites: Licensed or eligible for licensure
- Patient-care Hours: 1,500
- Mentored Hours: 160 (1:1 hours)
- Location: Any qualified clinic in the United States
- Curriculum: Online and seminars
- Start times: Terms and didactic coursework begin January, May, and September; clinical start time is flexible

Mission Statement

The mission of the Clinical Orthopaedic Residency program at the University of St. Augustine for Health Sciences is to graduate physical therapists who have achieved competency of skills in both clinical and didactic learning in orthopaedic physical therapy.

Program Learning Outcomes

At the completion of the Orthopaedic Manual Physical Therapy Residency program, the graduate will demonstrate the ability to

- apply skills of self-reflection and information literacy to the orthopaedic clinical practice;
- consult with peers, colleagues, other healthcare professionals, community agencies, legislative, legal and/or regulatory organizations in a collaborative manner for orthopaedic patient/client management;
- demonstrate advanced clinical competencies through the use of evidence-based practice relevant to patient client management in orthopaedic physical therapy;
- demonstrate service as consultant, educator, clinical instructor and patient advocate for orthopaedic physical therapy;
- demonstrate independent ethical and moral decision making in orthopaedic physical therapy practice which is in the best interest of the patient;
- create a professional development plan for leadership to contribute to the advancement of the orthopaedic physical therapy profession as a healthcare leader through professional and community contributions;

- demonstrate independent decision making through advanced clinical reasoning and critical thinking patient values and current evidence in orthopaedic physical therapy practice.

Admission Requirements

See Admissions, Records, and Registration.

Program Requirements

USAHS's Clinical Orthopaedic Residency is a demanding clinical and didactic learning experience, designed to graduate physical therapists with competency of skills in orthopaedic physical therapy.

Clinical

- A minimum of 1,500 patient-care hours including treatment in the following body regions: cervical spine, thoracic spine, lumbar spine, pelvis-SI, craniomandibular, hip, knee, ankle, foot, shoulder, elbow, wrist, and hand
- 160 hours (over the duration of the residency) of one-on-one mentoring in the clinic with a qualified and approved mentor

Applicants may choose to pursue their Orthopaedic Residency in the clinic where they currently work or find a position within a qualified and approved clinic anywhere in the United States.

Didactic

The didactic portion of the orthopaedic residency is based on six APTA Orthopaedic section monoliths. The curriculum covers examination, evaluation, and treatment of common orthopaedic conditions and is organized into three terms: Spine, Upper Extremity, and Lower Extremity.

Additional Requirements

- Participate in 12 journal clubs; lead 3 (online or in the clinic)
- Participate and lead 12 case rounds (online or in the clinic)
- Complete healthcare observations, mentored clinical exams, and clinical skills checklists
- Present three formal case presentations

- Attend three residency skills labs (one per term: Spine, Upper Extremity, Lower Extremity)
- Attendance at one professional conference
- Produce a scholarly product which is disseminated to the professional community (e.g., poster and/or platform presentation, publication in peer reviewed journal)
- Opportunity to teach and mentor entry-level DPT students, depending on location and if desired

Instructional mediums will include individual study of curriculum, case scenarios, written and online examination, interactive web-based learning experiences, group discussions and review, and one weekend lab session each term.

Program Tuition and Fees

- RF-PTCAS application fee
- Administrative fee: $10,000.00 for the duration of the program
- Cost of APTA/Ortho Section membership dues
- Cost of attendance and travel to the Clinical Instructor (CI) Credentialing Course and professional conference
- Cost of travel to the three required residency skills labs on the St. Augustine, Florida, campus
- Cost of malpractice insurance
- Residents will be mentored in an outpatient orthopaedic clinic by a qualified mentor while completing didactic components. If applicable, mentor fees for clinical mentoring are negotiated between resident and mentor.

College of Health Sciences

Programs offered in the College Health Sciences at the University of St. Augustine for Health Sciences focus on developing elite leaders, practitioners, and educators who can apply critical thinking skills to solve complex healthcare issues and be successful in this rapidly growing field. All programs are offered online, providing the flexibility to fit into busy schedules and enabling students to continue working while earning an advanced degree. Depending on the program requirements, students may come to campus or have the option to participate in on-campus or virtual immersion experiences. These optional, campus-based experiences give students access to faculty, facilities, and opportunities to network and learn alongside fellow students.

Contact Information

Students should email all correspondence to the appropriate Academic Program Coordinator, Academic Program Advisor, or Program Director.

Main Phone: 904-826-0084
Alternate Phone: 904-770-3700

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Technical Support

The following resources are available to students who need assistance with Blackboard or other technology resources required for a course:

- Blackboard: https://my.usa.edu/ICS/Blackboard/
- Technical Support support@usa.edu; 1-888-80-USAHS (87247)

Health Administration, MHA

Mission

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

Program Learning Outcomes

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

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

Admission Requirements

See MHA Admissions.

Academic Requirements

To remain in the MHA program, the student must meet the following criteria:

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

Program Overview

There are 37 required credits that will be taken over the span of six trimesters (approximately 24 months). The program may be completed in less time if the student chooses the accelerated pathway.

Core coursework is required (22 credits) while electives can be assembled to achieve emphasis areas (15 credits). To elect a specialization, students must choose the specialization at the time of enrollment and are advised that subsequent changes to their chosen specialization could result in additional hours, tuition, and/or fees.

USAHS will also consider accepting graduate credits from other accredited institutions. Please refer to the Transfer Credit Policy for further information on transfer credits.

Three Specializations

- Executive Leadership
- Business Intelligence
- Interprofessional Education (IPE)

Delivery of MHA Coursework

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

Optional Immersions for all MHA Students

MHA students are eligible to attend the optional immersions that are embedded in the following courses:

- IPE 7001/B
- IPE 7050/B
- IPE 7121/B
- IPE 7421/B

Immersions in these courses may not be offered every term.

Time Limit

It is required that MHA students complete all program requirements within six trimesters or 24 months. An extension of up to one year may be requested.

Tuition and Fees

See Financial Information.

Standard Occupational Classification code for which program is intended to prepare graduates: Medical and Health Services Managers (11-9111)

MHA Curriculum, General Education Track

The MHA program is not currently enrolling new students.

Students enrolled in the MHA General program will take a total of 37 credit hours—22 credit hours of required core courses as well as 15 credit hours of elective courses. Of the 15 credit hours of elective courses, only 6 credit hours from the specialty tracks can be accepted for credit in the general track.

Students may choose a traditional learning pathway that requires 6 credit hours per trimester (7 credit hours in Trimester 5) or an accelerated learning pathway that requires 9 credit hours per trimester (10 credit hours in Trimester 5). While USAHS does not offer Title IV financial aid for any term in which an accelerated learning course is taken without a full term "anchor" course, other financing alternatives may be available. Please refer to the Financial Aid Office for additional information.

Core Curriculum

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3

  or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3*

- IPE 7050 - Evidence-Based Practice for Healthcare Professionals Hours: 3

  or

- IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B) Hours: 3

- HSA 7200 - Foundations of Healthcare Administration Hours: 3

  or

- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3

- HSA 7233 - Revenue Cycle and Reimbursement Management Hours: 1
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3

- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3

  or

- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3

- IPE 7133 - Foundations in Healthcare Administration with Strategic Planning Hours: 3
- HSA 7497 - Integrated Field Project Hours: 3

Core Credit Hours 22

General Electives Curriculum

IPE 7121/IPE 7121B is a foundation general elective course; students choose four additional general electives for a total of 15 credit hours.

- COM 7130 - Healthcare Communication and Collaboration Hours: 3

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

  or

- EDF 7050B - Teaching Methods in Higher Education (B) Hours: 3

- EDF 7161 - Program and Curricular Design for Health Science Education Hours: 3
- EDF 7171 - Motivation Theory in Health Care Education Hours: 3

- EDF 7175 - Foundational Theories in Education Hours: 3

  or

- EDF 7175B - Foundational Theories in Education (B) Hours: 3

- EDF 7181 - Technology in Higher Education Hours: 3
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3
- HSA 7455 - Special Topics in Professional Practice Hours: Varies
- HSC 7470 - Legal and Regulatory Issues Hours: 3

- IPE 7025 - Psychosocial Strategies for Healthcare Hours: 3

  or

- IPE 7025B - Psychosocial Strategies for Healthcare (B) Hours: 3

- IPE 7100 - Ethics in Health Care Hours: 3

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3

  or

- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3

required general elective

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

- IPE 7200 - Cultural Competence in Healthcare Hours: 3

  or

- IPE 7200B - Cultural Competence in Healthcare (B) Hours: 3

- IPE 7230 - Program/Project Planning and Management for Practice and Policy Change Hours: 3
- IPE 7250 - Healthcare System Life Cycle Analysis and Design Hours: 3
- IPE 7255 - Evidence-based Concussion Management Hours: 3
- IPE 7300 - Entrepreneurial Strategies in Health Care Hours: 3
- IPE 7365 - Information Management for Quality and Safety Hours: 3

- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3

  or

- IPE 7400B - Healthcare Informatics and Technology Management (B) Hours: 3

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

  or

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

- IPE 7495 - Application of Technology for Population Health and Healthcare Professional Education Hours: 3
- MHS 7315 - Contemporary Trends in Wellness Hours: 3

General Elective Credit Hours 15

Degree Credit Hours 37

** Optional residency available in IPE 7001/7001B*

†Course includes the Certified Revenue Cycle Representative (CRCR), which is a professional industry certification examination offered by the Healthcare Financial Management Association (HFMA).

MHA Curriculum, Interprofessional Education (IPE)

The MHA program is not currently enrolling new students.

Students enrolled in the MHA Interprofessional Education program will take a total of 37 credit hours—22 credit hours of required core courses as well as 15 credit hours of elective courses. Students may choose a traditional learning pathway that requires 6 credit hours per trimester (7 credit hours in Trimester 5) or an accelerated learning pathway that requires 9 credit hours per trimester (10 credit hours in Trimester 5).

Core Curriculum

- HSA 7200 - Foundations of Healthcare Administration Hours: 3

  or

- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3

- HSA 7233 - Revenue Cycle and Reimbursement Management Hours: 1
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3

- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3

  or

- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3

- HSA 7497 - Integrated Field Project Hours: 3

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3

  or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3

- IPE 7050 - Evidence-Based Practice for Healthcare Professionals Hours: 3

  or

- IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B) Hours: 3

- IPE 7133 - Foundations in Healthcare Administration with Strategic Planning Hours: 3

Core Credit Hours 22

Published April 2025. Information is accurate as of the date of publication. The online catalog at http://catalog.usa.edu/ is updated throughout the academic year. Parties should consult the online catalog for current information.

Specialization Curriculum

IPE 7121/IPE 7121B is a foundation course in the Interprofessional Education (IPE) specialization; students choose four additional courses within the specialization for a total of 15 credit hours.

- IPE 7025 - Psychosocial Strategies for Healthcare Hours: 3
- IPE 7100 - Ethics in Health Care Hours: 3

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3

  or

- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3

  required specialization elective

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

- IPE 7200 - Cultural Competence in Healthcare Hours: 3

  or

- IPE 7200B - Cultural Competence in Healthcare (B) Hours: 3

- IPE 7230 - Program/Project Planning and Management for Practice and Policy Change Hours: 3
- IPE 7250 - Healthcare System Life Cycle Analysis and Design Hours: 3
- IPE 7365 - Information Management for Quality and Safety Hours: 3

- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3

  or

- IPE 7400B - Healthcare Informatics and Technology Management (B) Hours: 3

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

  or

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

Specialization Credit Hours 15

Degree Credit Hours 37

MHA Curriculum, Business Intelligence

The MHA program is not currently enrolling new students.

Students enrolled in the MHA Business Intelligence program will take a total of 37 credit hours—22 credit hours of required core courses as well as 15 credit hours of elective courses. Students may choose a traditional learning pathway that requires 6 credit hours per trimester (7 credit hours in Trimester 5) or an accelerated learning pathway that requires 9 credit hours per trimester (10 credit hours in Trimester 5).

Core Curriculum

- HSA 7200 - Foundations of Healthcare Administration Hours: 3

  or

- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3

- HSA 7233 - Revenue Cycle and Reimbursement Management Hours: 1
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3

- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3

  or

- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3

- HSA 7497 - Integrated Field Project Hours: 3

- IPE 7050 - Evidence-Based Practice for Healthcare Professionals Hours: 3

  or

- IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B) Hours: 3

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3

  or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3

- IPE 7133 - Foundations in Healthcare Administration with Strategic Planning Hours: 3

Core Credit Hours 22

Published April 2025. Information is accurate as of the date of publication. The online catalog at http://catalog.usa.edu/ is updated throughout the academic year. Parties should consult the online catalog for current information.

Specialization Curriculum

Students choose 15 credit hours.

- IPE 7155 - Clinical Data Analytics and Decision Support Hours: 3
- IPE 7250 - Healthcare System Life Cycle Analysis and Design Hours: 3
- IPE 7365 - Information Management for Quality and Safety Hours: 3*
- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3
- IPE 7495 - Application of Technology for Population Health and Healthcare Professional Education Hours: 3

Specialization Credit Hours 15

Degree Credit Hours 37

**Course includes the Certified Specialist in Business Intelligence (CSBI), which is a professional industry certification examination offered by the Healthcare Financial Management Association (HFMA).*

MHA Curriculum, Executive Leadership

The MHA program is not currently enrolling new students.

Students enrolled in the MHA Executive Leadership program will take a total of 37 credit hours—22 credit hours of required core courses as well as 15 credit hours of elective courses. Students may choose a traditional learning pathway that requires 6 credit hours per trimester (7 credit hours in Trimester 5) or an accelerated learning pathway that requires 9 credit hours per trimester (10 credit hours in Trimester 5).

Core Curriculum

- HSA 7200 - Foundations of Healthcare Administration Hours: 3

  or
- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3

- HSA 7233 - Revenue Cycle and Reimbursement Management Hours: 1
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3

- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3

  or
- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3
- HSA 7497 - Integrated Field Project Hours: 3

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3

  or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3

- IPE 7050 - Evidence-Based Practice for Healthcare Professionals Hours: 3

  or

- IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B) Hours: 3

- IPE 7133 - Foundations in Healthcare Administration with Strategic Planning Hours: 3

Core Credit Hours 22

Specialization Curriculum

IPE 7121/IPE 7121B is a foundation course in the Executive Leadership specialization; students choose four additional courses within the specialization for a total of 15 credit hours.

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3

  or

- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3

  required specialization elective

- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3
- IPE 7230 - Program/Project Planning and Management for Practice and Policy Change Hours: 3

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

  or

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

Specialization Credit Hours 15

Degree Credit Hours 37

Health Science, MHS

The MHS program is not currently enrolling new students.

Mission Statement

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

Program Learning Outcomes

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

- engage in personal and professional development and lifelong learning activities;
- develop knowledge of fundamental concepts from which one can develop a collaborative approach to solving problems;
- apply evidence in decision-making associated with current healthcare practice;
- interact in a manner that demonstrates effective communication for various audiences and purposes;
- display qualities of integrity and professionalism in healthcare practice to advance the profession;
- use leadership skills to promote self and profession; and
- conceptualize and make decisions in individual activities with a sense of independence in discovering information, fostering new ideas, and solving problems.

Admission Requirements

See MHS Admissions.

Academic Requirements

To remain in the MHS program, the student must

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

Program Overview

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

Core coursework is required (7 courses; 21 credits), while electives can be assembled to achieve an emphasis area (5 courses; 15 credits). To elect a specialization, students must choose the specialization at the time of enrollment and are advised that subsequent changes to their chosen specialization could result in additional hours, tuition, and/or fees.

The University will also consider accepting graduate credits from other accredited institutions. Please refer to the Transfer Credit Policy for further information on transfer credits.

Four Specializations

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

Delivery of MHS Coursework

All coursework in the MHS program is offered in an online delivery format.

Optional Immersions for all MHS Students

MHS students are eligible to attend the optional on-campus or virtual immersions embedded in the following courses:

- IPE 7001/B
- IPE 7050/B
- IPE 7121/B
- IPE 7421/B

During immersions, several units of the online course are completed through collaborative, interprofessional teamwork with peers. As a result of attending these optional immersions, completion of the course is accelerated. It concludes 4–5 weeks prior to the end of the term. These optional immersions may not be offered every term.

Optional Immersion for Athletic Training Specialization

This online master's program recommends that all students complete a 3-day, face-to-face immersion that focuses on various areas of health sciences. Students who are certified and/or licensed athletic trainers and who pursue the Athletic Training specialization can take advantage of an immersion that fulfills the professional rescuer requirements for maintaining board certification and/or licensure. This immersion is part of the Emergency Athletic Training course and is the only in-person portion of the curriculum. The student is responsible for the cost of travel and other associated expenses with all immersions. Immersions will be offered on one of the following USAHS campuses: San Marcos, California; St. Augustine or Miami, Florida; or Austin, Texas.

Time Limit

It is required that MHS students complete all program requirements within six trimesters or two years. An extension of up to one year may be requested.

Tuition and Fees

See Financial Information.

Standard Occupational Classification codes for which program is intended to prepare graduates: Health Education Specialists (21-1091); Community Health Workers (21-1094)

MHS, Core Curriculum

The MHS program is not currently enrolling new students.

Students in the MHS program take a total of 36 credits—21 credits of required core courses as well as 15 general elective credits or specialization credits. Students may choose a traditional learning pathway that requires 6 credit hours per trimester or an accelerated learning pathway that requires 9 credit hours per trimester.

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3*

  or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3*

- IPE 7025 - Psychosocial Strategies for Healthcare Hours: 3

  or

- IPE 7025B - Psychosocial Strategies for Healthcare (B) Hours: 3

- IPE 7050 - Evidence-Based Practice for Healthcare Professionals Hours: 3*

  or

- IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B) Hours: 3*

- IPE 7100 - Ethics in Health Care Hours: 3

- IPE 7200 - Cultural Competence in Healthcare Hours: 3

  or

- IPE 7200B - Cultural Competence in Healthcare (B) Hours: 3

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

  or

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

- MHS 7700 - Comprehensive Project Hours: 3

Core Credit Hours 21

Degree Credit Hours 36

**Optional immersions are available in this course.*

MHS, Athletic Training Specialization Curriculum

The MHS program is not currently enrolling new students.

Students in the MHS program take a total of 36 credits—21 credits of required core courses as well as 15 general elective credits or specialization credits.

Specialization Curriculum

- ATP 6000 - Leadership in Athletic Training Hours: 3
- ATP 6025 - Business of Athletic Training Hours: 3
- ATP 6215 - Sport and Disability Hours: 3
- ATP 6330 - International Athletic Training Hours: 3

- ATP 7130 - Evidence Based Injury Prevention Hours: 3

  Students earn 30 EBP CEUs.

- IPE 7255 - Evidence-based Concussion Management Hours: 3
- IPE 7316 - Women's Health and Wellbeing Hours: 3
- MHS 7315 - Contemporary Trends in Wellness Hours: 3
- HSC 7416 - Foundations of Imaging Hours: 3
- ATP 6175 - Emergency Athletic Training Hours: 3

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

  or

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

Specialization Credit Hours 15

Degree Credit Hours 36

MHS, Executive Leadership Specialization Curriculum

The MHS program is not currently enrolling new students.

Students in the MHS program take a total of 36 credits—21 credits of required core courses as well as 15 general elective credits or specialization credits.

Specialization Curriculum

- HSA 7200 - Foundations of Healthcare Administration Hours: 3

  or

- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3

- IPE 7230 - Program/Project Planning and Management for Practice and Policy Change Hours: 3
- IPE 7133 - Foundations in Healthcare Administration with Strategic Planning Hours: 3
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3

- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3

  or

- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3

- HSA 7455 - Special Topics in Professional Practice Hours: Varies

Elective Credit Hours 15

Degree Credit Hours 36

MHS, General Electives Curriculum

The MHS program is not currently enrolling new students.

Students in the MHS program take a total of 36 credits—21 credits of required core courses as well as 15 general elective credits or specialization credits.

General Electives Curriculum

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3

  or

- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3

- IPE 7300 - Entrepreneurial Strategies in Health Care Hours: 3
- MHS 7313 - Fundamentals of Healthcare Law Hours: 3
- MHS 7315 - Contemporary Trends in Wellness Hours: 3

Elective Credit Hours 15

Degree Credit Hours 36

MHS, Informatics Specialization Curriculum

The MHS program is not currently enrolling new students.

Students in the MHS program take a total of 36 credits—21 credits of required core courses as well as 15 general elective credits or specialization credits.

Specialization Curriculum

- IPE 7155 - Clinical Data Analytics and Decision Support Hours: 3
- IPE 7250 - Healthcare System Life Cycle Analysis and Design Hours: 3
- IPE 7365 - Information Management for Quality and Safety Hours: 3*
- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3

  or

- IPE 7400B - Healthcare Informatics and Technology Management (B) Hours: 3
- IPE 7495 - Application of Technology for Population Health and Healthcare Professional Education Hours: 3

Specialization Credit Hours 15

Degree Credit Hours 36

**Course includes the Certified Revenue Cycle Representative (CRCR), which is a professional industry certification examination offered by the Healthcare Financial Management Association (HFMA).*

MHS, Teaching & Learning Specialization Curriculum

The MHS program is not currently enrolling new students.

Students in the MHS program take a total of 36 credits—21 credits of required core courses as well as 15 general elective credits or specialization credits. Students who choose the Teaching & Learning Specialization have the option to enter the MHS to EdD bridge program to earn their EdD in less time.

Specialization Curriculum

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

  or

- EDF 7050B - Teaching Methods in Higher Education (B) Hours: 3

- EDF 7161 - Program and Curricular Design for Health Science Education Hours: 3
- EDF 7171 - Motivation Theory in Health Care Education Hours: 3

- EDF 7175 - Foundational Theories in Education Hours: 3

  or

- EDF 7175B - Foundational Theories in Education (B) Hours: 3

- EDF 7181 - Technology in Higher Education Hours: 3

Specialization Credit Hours 15

Degree Credit Hours 36

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

1. Contribute to the synthesis of scholarly works through the evaluation of research-based literature.
2. Formulate a teaching or leadership philosophy that reflects professionalism, integrity, and ethical standards.
3. Use effective communication skills in teaching or leading.
4. Employ interprofessional education techniques to teaching or leadership practices.
5. Establish an advanced scholarly agenda.

Admission Requirements

See Admissions, Records, and Registration for prerequisites and admission information.

Program Overview

The EdD program consists of 60 credit hours, and it is estimated that students will complete the program in four years, based off the most recent two-year graduate data (2021–2022 and 2022–2023); however, individual experiences will vary based on factors

including, but not limited to:, individual progression, part-time versus full-time enrollment, credits transferred, changing specializations, unsuccessful course completion, leaves of absence, or other personal circumstances. Thirty-eight credits of the total 60 are considered core coursework and are required. After which, each student is provided the opportunity to complete 22 elective credits with emphasis on an area of specialization such as Athletic Training, Nursing, or Leadership, or students can choose from a number of more advanced electives in Teaching and Learning. Of those 22 credits, students may complete 12 credits in a concentration area to achieve the specialization. The additional elective credits may come from any concentration area or elective track.

Delivery of Coursework

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

Active Status and Academic Requirements

To remain active in the EdD program, the student must

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

Time Limit

Students must complete all EdD program requirements within four years. An extension of up to two years 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)

EdD, Core Curriculum

Students in the online Doctor of Education (EdD) program take a total of 60 credits—38 credits of required core courses as well as 22 general elective credits and/or specialization credits.

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3

  or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3

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

  or

- EDF 7050B - Teaching Methods in Higher Education (B) Hours: 3

- EDF 7111 - Research Methods I Hours: 3
- EDF 7121 - Research Methods II Hours: 3
- EDF 7171 - Motivation Theory in Health Care Education Hours: 3

- EDF 7175 - Foundational Theories in Education Hours: 3

  or

- EDF 7175B - Foundational Theories in Education (B) Hours: 3

- EDF 7200 - Residency I Hours: 2
- EDF 7225 - Residency II Hours: 2
- EDF 7325 - Dissertation Research Preparation Hours: 4
- EDF 7871 - Dissertation I Hours: 4
- EDF 7872 - Dissertation II Hours: 4
- EDF 7873 - Dissertation III Hours: 4

Core Credit Hours 38

Degree Credit Hours 60

EdD Curriculum, Athletic Training Specialization

Students in the online Doctor of Education (EdD) program take a total of 60 credits—38 credits of required core courses as well as 22 general elective credits and/or specialization credits.

Specialization Curriculum

- ATP 7050 - Cultural Competency Hours: 3
- ATP 7130 - Evidence Based Injury Prevention Hours: 3
- ATP 7100 - Advanced Topics: Ethics in Health Care Hours: 3
- ATP 7255 - Concussion in Sport Hours: 3
- ATP 7280 - Psychosocial Strategies for Patient Care Hours: 3

Specialization Credit Hours 12

Degree Credit Hours 60

EdD Curriculum, Executive Leadership Specialization

Students in the online Doctor of Education (EdD) program take a total of 60 credits—38 credits of required core courses as well as 22 general elective credits and/or specialization credits.

Specialization Curriculum

- HSA 7200 - Foundations of Healthcare Administration Hours: 3

  or

- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3

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

- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3

  or

- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3

  or

- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3

- IPE 7133 - Foundations in Healthcare Administration with Strategic Planning Hours: 3

Specialization Credit Hours 12

Degree Credit Hours 60

EdD Curriculum, General Electives

Students in the online Doctor of Education (EdD) program take a total of 60 credits—38 credits of required core courses as well as 22 general elective credits and/or specialization credits.

General Electives Curriculum

- ATP 7050 - Cultural Competency Hours: 3
- ATP 7100 - Advanced Topics: Ethics in Health Care Hours: 3
- ATP 7130 - Evidence Based Injury Prevention Hours: 3
- ATP 7255 - Concussion in Sport Hours: 3
- ATP 7280 - Psychosocial Strategies for Patient Care Hours: 3
- COM 7130 - Healthcare Communication and Collaboration Hours: 3
- EDF 7013 - Practical Application of Online Teaching Hours: 3
- EDF 7161 - Program and Curricular Design for Health Science Education Hours: 3
- EDF 7181 - Technology in Higher Education Hours: 3
- EDF 7235 - Ethical Principles in Healthcare Hours: 3
- EDF 7250 - Teaching Internship Hours: Varies
- EDF 7260 - Assessment and Evaluation in Health Professions Education Hours: 3
- EDF 7320 - Leadership Development for Advancing the Future of Nursing Education Hours: 3
- EDF 7323 - Contemporary Issues in Nursing Education Hours: 3
- EDF 7455 - Special Topics in Professional Practice Hours: 1-6
- HSA 7200 - Foundations of Healthcare Administration Hours: 3

  or

- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3

- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3

  or

- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3
- HSC 7200 - Information Literacy for Evidence-Based Practice Hours: 1
- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3
- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3
- IPE 7133 - Foundations in Healthcare Administration with Strategic Planning Hours: 3
- IPE 7200 - Cultural Competence in Healthcare Hours: 3

  or

- IPE 7200B - Cultural Competence in Healthcare (B) Hours: 3

Elective Credit Hours 10-22

Degree Credit Hours 60

EdD Curriculum, Nurse Educator Specialization

Students in the online Doctor of Education (EdD) program take a total of 60 credits—38 credits of required core courses as well as 22 general elective credits and/or specialization credits.

Specialization Curriculum

- EDF 7235 - Ethical Principles in Healthcare Hours: 3
- EDF 7260 - Assessment and Evaluation in Health Professions Education Hours: 3
- EDF 7320 - Leadership Development for Advancing the Future of Nursing Education Hours: 3
- EDF 7323 - Contemporary Issues in Nursing Education Hours: 3

Specialization Credit Hours 12

Degree Credit Hours 60

EdD Curriculum, Teaching & Learning Specialization

Students in the online Doctor of Education (EdD) program take a total of 60 credits—38 credits of required core courses as well as 22 general elective credits and/or specialization credits.

Specialization Curriculum

- EDF 7013 - Practical Application of Online Teaching Hours: 3
- EDF 7161 - Program and Curricular Design for Health Science Education Hours: 3
- EDF 7181 - Technology in Higher Education Hours: 3
- EDF 7250 - Teaching Internship Hours: Varies
- EDF 7260 - Assessment and Evaluation in Health Professions Education Hours: 3
- EDF 7455 - Special Topics in Professional Practice Hours: 1-6

Specialization Credit Hours 12

Degree Credit Hours 60

Graduate Certificates

Mission

The mission of the Graduate Certificate programs is to improve the practice of healthcare administration across all sectors of the industry. Certificate holders will promote evidence-informed concepts and techniques to produce positive and innovative organizational outcomes, meet organizational goals and objectives, and support optimal organizational performance in the healthcare industry.

The purpose of the Graduate Certificate programs is as follows:

- Provide an educational route to specialization in an area other than that obtained in a master's program.
- Strengthen or broaden the leadership capabilities of healthcare executives who are planning a role expansion or role change.

Program Learning Outcomes

Upon completion of one of the graduate certificate options, graduates will demonstrate the ability to:

1. Apply knowledge, current research, skills, critical thinking, and evidence-informed decision making in the administrative health care setting.
2. Exhibit professional behaviors consistently and adhere to ethical standards in the administrative health care setting.
3. Demonstrate effective professional communication appropriate to the situation and individual(s) in the administrative health care setting.

4. Apply interprofessional competencies in the administrative health care setting.
5. Establish strategies for post-graduation growth and development in the administrative health care setting.

Admission Requirements

See Application for Admissions.

Academic Requirements

To remain in the graduate certificate programs, the student must meet the following criteria:

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

Program Overview

Students are expected to complete two courses each term for two terms. Students may take more than two courses per term to complete the certificate program in less time.

Because of the efficient design, certain degree-seeking students may be eligible to add a Graduate Certificate option to their degree program either as a degree specialization or as a certificate.

Graduate Certificate students are eligible for the same certification exams offered in each specialization.

Three Graduate Certificate Options

- Business Intelligence
- Executive Leadership
- Interprofessional Education

Delivery of Coursework

All coursework in the Graduate Certificate programs is offered in an online delivery format with the exception of an optional externship. Students are responsible for travel, lodging, and meals.

Optional Immersions for Graduate Certificate Students

Students in the certificate programs are eligible to attend the optional virtual immersions embedded in the following courses:

- IPE 7001/B
- IPE 7050/B
- IPE 7121/B
- IPE 7421/B

Time Limit

It is required that students complete all program requirements within two trimesters or eight months. An extension of up to four months may be requested.

Tuition and Fees

See Financial Information.

Graduate Certificate Curriculum, Executive Leadership

Students enrolled in the Executive Leadership certificate program complete a total of 12 credit hours—3 credit hours of a required core course as well as 9 credit hours of elective courses.

Core Curriculum

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3

  or

- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3

Elective Curriculum

- COM 7130 - Healthcare Communication and Collaboration Hours: 3

- HSA 7200 - Foundations of Healthcare Administration Hours: 3

  or

- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3

- HSA 7233 - Revenue Cycle and Reimbursement Management Hours: 1*
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3

- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3

or

- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3

- HSC 7470 - Legal and Regulatory Issues Hours: 3

- IPE 7050 - Evidence-Based Practice for Healthcare Professionals Hours: 3

or

- IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B) Hours: 3

- IPE 7133 - Foundations in Healthcare Administration with Strategic Planning Hours: 3
- IPE 7230 - Program/Project Planning and Management for Practice and Policy Change Hours: 3

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

or

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

- MHS 7313 - Fundamentals of Healthcare Law Hours: 3
- MHS 7315 - Contemporary Trends in Wellness Hours: 3

Certificate Credit Hours 12

* Course includes the Certified Revenue Cycle Representative (CRCR), a professional industry certification examination offered by the Healthcare Financial Management Association (HFMA).

† Course can be tailored to complete a project that supports the needs of the student's work/organization.

Graduate Certificate Curriculum, Business Intelligence

Students enrolled in the Business Intelligence certificate program complete a total of 12 credit hours—3 credit hours of a required core course as well as 9 credit hours of elective courses.

Core Curriculum

- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3

  or

- IPE 7400B - Healthcare Informatics and Technology Management (B) Hours: 3

Elective Curriculum

- IPE 7155 - Clinical Data Analytics and Decision Support Hours: 3*
- IPE 7250 - Healthcare System Life Cycle Analysis and Design Hours: 3
- IPE 7365 - Information Management for Quality and Safety Hours: 3†
- IPE 7495 - Application of Technology for Population Health and Healthcare Professional Education Hours: 3

Certificate Credit Hours 12

* Course utilizes EHR Go as an educational EHR and learning platform.

† Course includes the Certified Specialist in Business Intelligence (CSBI) exam, an industry-level certification examination offered by the Healthcare Financial Management Association (HFMA).

Graduate Certificate Curriculum, Interprofessional Education (IPE)

Students enrolled in the IPE certificate program complete a total of 12 credit hours—3 credit hours of a required core course as well as 9 credit hours of elective courses.

Core Curriculum

- IPE 7025 - Psychosocial Strategies for Healthcare Hours: 3

  or

- IPE 7025B - Psychosocial Strategies for Healthcare (B) Hours: 3

Elective Curriculum

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3

  or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3

- IPE 7050 - Evidence-Based Practice for Healthcare Professionals Hours: 3

  or

- IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B) Hours: 3

- IPE 7100 - Ethics in Health Care Hours: 3

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3

  or

- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3

- IPE 7133 - Foundations in Healthcare Administration with Strategic Planning Hours: 3

- IPE 7200 - Cultural Competence in Healthcare Hours: 3

  or

- IPE 7200B - Cultural Competence in Healthcare (B) Hours: 3

- IPE 7230 - Program/Project Planning and Management for Practice and Policy Change Hours: 3
- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3

Certificate Credit Hours 12

School of Nursing

As part of the College of Health Sciences, programs in the School of Nursing at the University of St. Augustine for Health Sciences focus on developing elite leaders, practitioners, and educators who can apply critical thinking skills to solve complex

healthcare issues and be successful in this rapidly growing field. All programs are offered online, providing the flexibility to fit into busy schedules and enabling students to continue working while earning an advanced degree. Depending on the program requirements, students may come to campus or have the option to participate in on-campus immersion experiences. These optional, campus-based experiences give students access to faculty, facilities, and opportunities to network and learn alongside fellow students.

The goals of USAHS' School of Nursing include:

- Providing innovative graduate nursing education;
- Preparing nurse leaders in interprofessional collaboration;
- Promoting critical thinking along with the use of best scientific evidence and data analytics in decision-making; and
- Facilitating scholarship and professional growth and development of faculty and students.

Nursing, RN-MSN

Program Mission Statement

The mission of the RN-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 RN-MSN program, graduates are able to:

- 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 RN-MSN program, the student must meet the following criteria:

- Maintain a minimum 3.0 GPA.
- Complete the required courses.
- Maintain an unrestricted/unencumbered license in their state of work. Students are required to immediately notify the Executive Director of the School of Nursing if there is a change in their licensure status.

Program Overview

The RN-MSN (FNP, PMHNP, and AGNP*) degree program is designed specifically for registered nurses with an associate degree in nursing and an active unencumbered RN license. The program strengthens the leadership abilities of nurses who have foundational professional experience. Students enrolled in this degree path complete four bridge courses before proceeding to the role specialty courses to achieve a Master of Science in Nursing with a chosen nursing specialty track. The initial four bridge courses within the RN-MSN program focus on concepts applicable to the acute and primary care settings, such as team-based care delivery, quality and safety, leadership, and ethics, which provide the foundation for the advanced practice role specialty tracks.

- MSN courses are offered through an enriched online experience to meet the needs of working students, allowing students to further their education while pursuing a nursing career.
- Take the program online or as a blended program that incorporates online and optional on-campus learning experiences.
- Collaborate in an interprofessional learning environment with students from other healthcare professions.
- Participate in optional weekend immersion experiences in some courses; students will have the opportunity to collaborate with classroom peers and faculty to discuss activities and complete coursework before the end of the term.
- Complete practicum courses by working with USAHS faculty and a preceptor.
- USAHS offers three nurse role specialties within the RN-MSN curriculum: Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, and Adult Gerontology Nurse Practitioner.*

Delivery of RN-MSN (FNP, PMHNP, AGNP*) 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 FNP and AGNP* role specialties require one, on-campus intensive lasting up to five days, and the PMHNP role specialty requires one virtual intensive. Students are responsible for travel, meals, and lodging when necessary for all immersions, intensives, and practica.

Time Limit

It is required that students in the RN-MSN-FNP and RN-MSN-AGNP* programs complete all program requirements within three years and four months (i.e., ten terms). An extension of up to one year and eight months may be requested (i.e., a total of five years). It is required that students in the MSN, Psychiatric Mental Health Nurse Practitioner role specialty track complete all program requirements within three years and eight months (i.e., eleven terms). An extension of up to two years may be requested (i.e., a total of five years and eight months).

Practica

All RN-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 are selected for the practica for the RN-MSN program differ by selected role specialty. The Director of the School of Nursing or designee approves the preceptor and the practicum site to ensure that the preceptor has the education and expertise to guide the student and that the practicum site can provide the required learning experiences.

Tuition and Fees

See the Financial Information.

Note on Accreditation and Licensure

The University of St. Augustine for Health Sciences' Master of Science in Nursing (MSN) role specialties in Nurse Educator, and Nurse Executive are designed to build on the skills of BSN-prepared registered nurses by focusing on interprofessional approaches to patient care through specializations in leadership, education, and informatics. Because these are post-licensure role specialties, they do not prepare graduates for initial or advanced licensure. It is the prospective student's responsibility to understand, evaluate, and comply with all requirements relating to nursing practice in the state in which he or she intends to practice and/or resides as requirements vary widely. USAHS makes no representations or guarantees that completion of coursework or programs will permit an individual to obtain state licensure, authorization, endorsement, or another state credential. For more information about the requirements to practice, students should contact the appropriate Board of Nursing or state agency.

Nurse practitioner graduates must hold a master's or doctoral degree or a postgraduate certificate from a nurse practitioner program accredited by the CCNE or ACEN in order to be eligible for an NP national certification exam; national certification as an NP is required for licensure to practice as an NP in most states. Graduates should take the exam that aligns with their role specialty (FNP-BC or FNP; PMHNP-BC or PMH-BC; or AGPCNP-BC or A-GNP). The Master of Science in Nursing (MSN) program at the University of St. Augustine for Health Sciences is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. While the MSN-FNP, MSN-PMHNP, MSN-AGNP,* RN-MSN-FNP, RN-MSN-PMHNP, and RN-MSN-AGNP* programs are designed to lead to licensure, authorization, endorsement, or other state credential necessary to practice as a nurse practitioner, it is the prospective student's responsibility to understand, evaluate, and comply with all requirements relating to nursing practice in the state in which he or she intends to practice and/or resides, as requirements vary widely. Prospective students are advised to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate. USAHS makes no representations or guarantees that completion of coursework or programs will permit an individual to obtain state licensure, authorization, endorsement, or another state

credential. For more information about the requirements to practice, students should contact the appropriate Board of Nursing or state agency.

For NP program: Standard Occupational Classification codes for which program is intended to prepare graduates: Nurse Practitioners (29-1171); Nursing Instructors and Teachers, Postsecondary (25-1072); Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)

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

RN-MSN Curriculum, Adult Gerontology Nurse Practitioner

This program is not currently enrolling new students.

Trimester 1

In Trimester 1, NUR 6001 is an eight week course that is completed prior to starting NUR 6005.

- NUR 6001 - Clinical Leadership Hours: 3
- NUR 6005 - Patient Safety, Quality, and Just Culture Hours: 3

Trimester 2

- NUR 6009 - Ethical, Legal, Health Policy Hours: 3
- NUR 6013 - Scholarly Inquiry Hours: 3

Trimester 3

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3*

Trimester 4

- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3
- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3

Trimester 5

- NUR 7050 - Evidence-Based Practice for Nurse Leaders Hours: 3*
- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3

Trimester 6

- NUR 7560 - Advanced Pharmacology Hours: 3
- NUR 7610 - Advanced Physiology and Pathophysiology Hours: 3

Trimester 7

- NUR 7210 - Adult Gerontology Primary Healthcare Part I Hours: 3

  Requires completion of Intensive Experience.

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

Trimester 8

- NUR 7235 - Adult Gerontology Primary Healthcare Part II Hours: 4
- NUR 7551 - AGNP Role Practicum I Hours: 4†

Trimester 9

- NUR 7250 - Adult Gerontology Primary Healthcare Part III Hours: 4
- NUR 7552 - AGNP Role Practicum II Hours: 4†

Trimester 10

- NUR 7553 - AGNP Role Practicum III Hours: 5†
- NUR 7576 - MSN-AGNP Capstone Hours: 4

Degree Credit Hours 64

* Course offers optional immersion.

† Course requires practicum hours

RN-MSN Curriculum, Family Nurse Practitioner

Trimester 1

In Trimester 1, NUR 6001 is an eight week course that is completed prior to starting NUR 6005.

- NUR 6001 - Clinical Leadership Hours: 3
- NUR 6005 - Patient Safety, Quality, and Just Culture Hours: 3

Trimester 2

- NUR 6009 - Ethical, Legal, Health Policy Hours: 3
- NUR 6013 - Scholarly Inquiry Hours: 3

Trimester 3

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3*

Trimester 4

- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3
- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3

Trimester 5

- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3*
- NUR 7050 - Evidence-Based Practice for Nurse Leaders Hours: 3*

Trimester 6

- NUR 7560 - Advanced Pharmacology Hours: 3
- NUR 7610 - Advanced Physiology and Pathophysiology Hours: 3

Trimester 7

- NUR 7570 - Primary Healthcare of the Family I Hours: 3
  Requires completion of Intensive Experience.
- NUR 7580 - Advanced Health Assessment and Differential Diagnosis Hours: 3

Trimester 8

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

Trimester 9

- NUR 7572 - FNP Role Practicum II Hours: 4†
- NUR 7585 - Primary Healthcare of the Family III Hours: 3

Trimester 10

- NUR 7573 - FNP Role Practicum III Hours: 5†
- NUR 7574 - MSN Capstone Hours: 1

Degree Credit Hours 59

* Course offers optional immersion.

† Course requires practicum hours.

RN-MSN Curriculum, Psychiatric Mental Health Nurse Practitioner

Trimester 1

In Trimester 1, NUR 6001 is an eight week course that students complete prior to starting NUR 6005.

- NUR 6001 - Clinical Leadership Hours: 3
- NUR 6005 - Patient Safety, Quality, and Just Culture Hours: 3

Trimester 2

- NUR 6009 - Ethical, Legal, Health Policy Hours: 3
- NUR 6013 - Scholarly Inquiry Hours: 3

Trimester 3

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3*

Trimester 4

- NUR 7050 - Evidence-Based Practice for Nurse Leaders Hours: 3*
- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3

Trimester 5

- NUR 7560 - Advanced Pharmacology Hours: 3
- NUR 7610 - Advanced Physiology and Pathophysiology Hours: 3

Trimester 6

- NUR 7580 - Advanced Health Assessment and Differential Diagnosis Hours: 3
- NUR 7310 - Advanced Neurobiology and Psychopathophysiology Hours: 3

Trimester 7

- NUR 7315 - Advanced Psychopharmacology Hours: 3
- NUR 7330 - Psychotherapy for Psychiatric Mental Health Nurse Practitioner Practice Hours: 3

Trimester 8

- NUR 7350 - PMHNP: Acute and Chronic Management of Child/Adolescent with Psychiatric Mental Health Conditions Hours: 3
  Requires completion of intensive experience.
- NUR 7541 - PMHNP Role Practicum I Child & Adolescent Populations Hours: 4†

Trimester 9

- NUR 7375 - PMHNP: Acute and Chronic Management of the Adult and Older Adult with Psychiatric Mental Health Conditions Hours: 3
- NUR 7542 - PMHNP Role Practicum II Adult and Older Adult Populations Hours: 4†

Trimester 10

- NUR 7327 - APRN Transition to Practice Hours: 2
- NUR 7543 - PMHNP Role Practicum III Diverse/Special Populations Hours: 5†

Trimester 11

- NUR 7577 - PMHNP MSN Capstone Hours: 4

Degree Credit Hours 64

* Course offers optional immersion.

† Course requires practicum hours.

Nursing, MSN

Program Mission Statement

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

Program Learning Outcomes

Upon completion of the MSN program, graduates are able to perform the following:

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

Admission Requirements

See Admissions, Records, and Registration for prerequisite and application information.

Academic Requirements

To remain in the MSN program, the student must meet the following criteria:

- Maintain a minimum 3.0 GPA.
- Complete the required courses.
- Maintain an unrestricted/unencumbered license in their state of work. Students are required to immediately notify the Executive Director of the School of Nursing if there is a change in their licensure status.

Program Overview

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

Delivery of MSN Coursework

All coursework in the MSN program is offered in an online delivery format with practicum experiences. Some courses have optional weekend immersion experiences on one of the USAHS campuses. The FNP and AGNP* role specialties require one on-campus intensive lasting up to five days, and the PMHNP role specialty requires one virtual

intensive. Students are 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* or Nurse Executive role specialty tracks complete all program requirements within two years (i.e., six terms). An extension of up to one year may be requested (i.e., a total of three years). It is required that MSN students in the Family Nurse Practitioner, and Adult Gerontology Nurse Practitioner* role specialty tracks complete all program requirements within two years and eight months (i.e., eight terms). An extension of up to one year, four months may be requested (i.e., a total of four years). It is required that students in the MSN, Psychiatric Mental Health Nurse Practitioner role specialty track complete all program requirements within three years (i.e., nine terms). An extension of up to one year and eight months may be requested (i.e., a total of four years and eight months).

Practica

All MSN students are required to complete practica, which focus on their selected nursing role and the knowledge and skills required to integrate that role. The types of sites that are selected for the practica for the MSN program differ by selected role specialty. The Director of the School of Nursing or designee approves the preceptor and the practicum site to ensure that the preceptor has the education and expertise to guide the student and that the practicum site can provide the required learning experiences.

Tuition and Fees

See the Financial Information.

Note on Accreditation and Licensure

The University of St. Augustine for Health Sciences' Master of Science in Nursing (MSN) role specialties in Nurse Educator* and Nurse Executive are designed to build on the skills of BSN-prepared registered nurses by focusing on interprofessional approaches to patient care through specializations in leadership and education. Because these are post-licensure role specialties, they do not prepare graduates for initial or advanced licensure. It is the prospective student's responsibility to understand, evaluate, and comply with all requirements relating to nursing practice in the state in which he or she intends to practice and/or resides as requirements vary widely. USAHS makes no representations or guarantees that completion of coursework or programs will permit an individual to obtain state licensure, authorization, endorsement, or another state

credential. For more information about the requirements to practice, students should contact the appropriate Board of Nursing or state agency.

MSN-FNP, MSN-PMHNP, and MSN-AGNP* graduates must hold a master's or doctoral degree or a postgraduate certificate from a nurse practitioner program accredited by the CCNE or ACEN in order to be eligible for an NP national certification exam; national certification as an FNP is required for licensure to practice as an FNP in most states. Graduates should take the exam that aligns with their role specialty (FNP-BC or FNP; PMHNP-BC or PMH-BC; or AGPCNP-BC or A-GNP). The Master of Science in Nursing (MSN) program at the University of St. Augustine for Health Sciences is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. While the MSN-FNP, MSN-PMHNP, and MSN-AGNP programs are designed to lead to licensure, authorization, endorsement, or other state credential necessary to practice as a nurse practitioner, it is the prospective student's responsibility to understand, evaluate, and comply with all requirements relating to nursing practice in the state in which he or she intends to practice and/or resides, as requirements vary widely. Prospective students are advised to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate. USAHS makes no representations or guarantees that completion of coursework or programs will permit an individual to obtain state licensure, authorization, endorsement, or another state credential. For more information about the requirements to practice, students should contact the appropriate Board of Nursing or state agency.

Prospective Washington Students

The University of St. Augustine for Health Sciences is approved by the Washington State Nursing Care Quality Assurance Commission to conduct practice experiences in the state of Washington for MSN/Nurse Educator,* MSN/Nurse Executive, and MSN/FNP program tracks. https://nursing.wa.gov/education/nursing-education-programs.

The MSN/FNP program track satisfies the educational requirements for licensure in Washington state.

For non-NP program: Standard Occupational Classification codes for which program is intended to prepare graduates: Nursing Instructors and Teachers, Postsecondary (25-1072); Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)

For NP program: Standard Occupational Classification codes for which program is intended to prepare graduates: Nurse Practitioners (29-1171); Nursing

Instructors and Teachers, Postsecondary (25-1072); Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)

***The Adult Gerontology Nurse Practitioner role specialty and Nurse Educator role specialty and post-graduate certificate program are not accepting new students.**

MSN Curriculum, Adult Gerontology Nurse Practitioner Role Specialty

This program is not currently enrolling new students.

Trimester 1

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3*

  or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3*

- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3*

  or

- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3*

Trimester 2

- NUR 7050 - Evidence-Based Practice for Nurse Leaders Hours: 3*
  Includes indirect contact hours
- NUR 7610 - Advanced Physiology and Pathophysiology Hours: 3

Trimester 3

- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3
- NUR 7560 - Advanced Pharmacology Hours: 3

Trimester 4

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

  or

- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health (B) Hours: 3*

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

Trimester 5

- NUR 7210 - Adult Gerontology Primary Healthcare Part I Hours: 3
- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3

Trimester 6

- NUR 7235 - Adult Gerontology Primary Healthcare Part II Hours: 4
- NUR 7551 - AGNP Role Practicum I Hours: 4†

Trimester 7

- NUR 7250 - Adult Gerontology Primary Healthcare Part III Hours: 4
- NUR 7552 - AGNP Role Practicum II Hours: 4†

Trimester 8

- NUR 7553 - AGNP Role Practicum III Hours: 5†
- NUR 7576 - MSN-AGNP Capstone Hours: 4

Degree Credit Hours 55

*Course offers optional immersion.

†Course requires practicum hours.

MSN Curriculum, Family Nurse Practitioner Role Specialty

Accelerated plans of study are available to earn the degree at a faster rate, and there are less intensive options to fit individual needs. Faculty and academic advisors can help students choose a study plan that fits their needs.

Trimester 1

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3*

  or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3*
- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3*

  or

- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3*

Trimester 2

- NUR 7050 - Evidence-Based Practice for Nurse Leaders Hours: 3*
  Includes indirect contact hours
- NUR 7610 - Advanced Physiology and Pathophysiology Hours: 3

Trimester 3

- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3
- NUR 7560 - Advanced Pharmacology Hours: 3

Trimester 4

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

  or

- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health (B) Hours: 3*

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

Trimester 5

- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3
- NUR 7570 - Primary Healthcare of the Family I Hours: 3
  Requires completion of Intensive Experience

Trimester 6

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

Trimester 7

- NUR 7572 - FNP Role Practicum II Hours: 4†
- NUR 7585 - Primary Healthcare of the Family III Hours: 3

Trimester 8

- NUR 7573 - FNP Role Practicum III Hours: 5†
- NUR 7574 - MSN Capstone Hours: 1

Degree Credit Hours 50

*Course offers optional immersion.

†Course requires practicum hours.

MSN Curriculum, Nurse Educator Role Specialty*

***The Nurse Educator role specialty is not accepting new students.**

Trimester 1

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3*

  or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3*
- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3*

  or

- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3*

Trimester 2

- NUR 7050 - Evidence-Based Practice for Nurse Leaders Hours: 3*
  Includes indirect contact hours
- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3*

Trimester 3

- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3
- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3

Trimester 4

- EDF 7175 - Foundational Theories in Education Hours: 3

  or

- EDF 7175B - Foundational Theories in Education (B) Hours: 3

- NUR 7100 - Pathophysiology, Health Assessment, and Pharmacology (Non-NP) Hours: 3

Trimester 5

- EDF 7161 - Program and Curricular Design for Health Science Education Hours: 3
- NUR 7400 - MSN Role Practicum I Hours: 3†

Trimester 6

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

  or

- EDF 7050B - Teaching Methods in Higher Education (B) Hours: 3
- NUR 7450 - MSN Role Practicum II Hours: 3†

Degree Credit Hours 36

*Course requires practicum hours.

†Course offers optional immersion.

MSN Curriculum, Nurse Executive Role Specialty

Trimester 1

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3*

  or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3*
- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3*

  or

- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3*

Trimester 2

- IPE 7421 - Interprofessional Approaches to Regional and Global Population Health Hours: 3*
  Includes indirect contact hours
- NUR 7050 - Evidence-Based Practice for Nurse Leaders Hours: 3*

Trimester 3

- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3
- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3

Trimester 4

- HSA 7200 - Foundations of Healthcare Administration Hours: 3

  or

- HSA 7200B - Foundations of Healthcare Administration (B) Hours: 3
- HSA 7250 - Human Resources Management and Organizational Development in Healthcare Hours: 3

Trimester 5

- IPE 7133 - Foundations in Healthcare Administration with Strategic Planning Hours: 3
- NUR 7400 - MSN Role Practicum I Hours: 3†

Trimester 6

- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3
- NUR 7450 - MSN Role Practicum II Hours: 3†

Degree Credit Hours 36

* Course requires practicum hours.

† Course offers optional immersion.

MSN Curriculum, Psychiatric Mental Health Nurse Practitioner Role Specialty

Trimester 1

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3*

  or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3*
- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3*

  or

- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3*

Trimester 2

- NUR 7050 - Evidence-Based Practice for Nurse Leaders — Hours: 3*
  Includes indirect contact hours
- NUR 7610 - Advanced Physiology and Pathophysiology — Hours: 3

Trimester 3

- NUR 7580 - Advanced Health Assessment and Differential Diagnosis — Hours: 3
- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice — Hours: 3

Trimester 4

- NUR 7310 - Advanced Neurobiology and Psychopathophysiology — Hours: 3
- NUR 7560 - Advanced Pharmacology — Hours: 3

Trimester 5

- NUR 7315 - Advanced Psychopharmacology — Hours: 3
- NUR 7330 - Psychotherapy for Psychiatric Mental Health Nurse Practitioner Practice — Hours: 3

Trimester 6

- NUR 7350 - PMHNP: Acute and Chronic Management of Child/Adolescent with Psychiatric Mental Health Conditions — Hours: 3
- NUR 7541 - PMHNP Role Practicum I Child & Adolescent Populations — Hours: 4†

Trimester 7

- NUR 7375 - PMHNP: Acute and Chronic Management of the Adult and Older Adult with Psychiatric Mental Health Conditions — Hours: 3
- NUR 7542 - PMHNP Role Practicum II Adult and Older Adult Populations — Hours: 4†

Trimester 8

- NUR 7327 - APRN Transition to Practice — Hours: 2
- NUR 7543 - PMHNP Role Practicum III Diverse/Special Populations — Hours: 5†

Trimester 9

- NUR 7577 - PMHNP MSN Capstone Hours: 4

Degree Credit Hours 55

* Course offers optional immersion.

† Course requires practicum hours.

Nursing Practice, DNP

Program Mission Statement

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

Program Learning Outcomes

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

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

- Deliver or direct nursing practice based on sound theoretical frameworks, best scientific evidence, clinical expertise, and in collaboration with the patient and family.

Admission Requirements

See Admissions, Records, and Registration for prerequisite and application information.

Academic Requirements

To remain in the DNP program, the student must

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

Program Overview

- DNP courses are offered through an enriched online experience to meet the needs of working students—allowing students to further their education while pursuing a nursing career.
- Take the program online or as a blended program that incorporates online and optional on-campus learning experiences.
- Collaborate in an interprofessional learning environment with students from other healthcare professions
- Participate in optional weekend immersion experiences in some courses; students will have the opportunity to collaborate with classroom peers and faculty in discussions, activities, and complete coursework before the end of the term.
- Complete practica by working with a USAHS faculty and a preceptor.
- USAHS offers two nurse specializations with the DNP (BSN-entry) curriculum: Nurse Executive and Family Nurse Practitioner. No specialization is required in the DNP (MSN-entry) program because it was completed in the student's MSN program.

Delivery of DNP Coursework

All coursework in the DNP program is offered in an online delivery format. Some courses have optional weekend immersion experiences on one of our campuses. The Family Nurse Practitioner (FNP) role specialty requires one on-campus intensive lasting up to five days. Students are responsible for travel, meals, and lodging when necessary for all immersions, intensives, and practica.

Time Limit

It is required that DNP (BSN-entry) students in the Nurse Executive role specialty complete all program requirements within 10 trimesters (three years, four months). An extension of up to five trimesters (one year, eight months) may be requested (total of 15 trimesters or five years, six months).

It is required that DNP (BSN-entry) students in the Family Nurse Practitioner role specialty complete all program requirements within 11 trimesters (three years, eight months). An extension of up to six trimesters (two years) may be requested (total of 17 trimesters or five years, eight months).

It is required that DNP (MSN-entry) students complete all program requirements within seven trimesters (two years, four months). An extension of up to three trimesters (one year) may be requested (total of 10 trimesters or three years, four months).

It is required that DNP (USAHS Alumni MSN-entry) students complete all program requirements within four trimesters (one year, four months). An extension of up to two trimesters (eight months) may be requested (total of six trimesters or two years).

Practica

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

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

Tuition and Fees

See Financial Information.

Note on Accreditation and Licensure

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

Most states require that DNP-FNP program graduates pass the Family Nurse Practitioner national certification exam in order to apply for licensure or another credential to practice as a nurse practitioner in a state. DNP-FNP graduates must hold a master's, postgraduate, or doctoral degree from a family nurse practitioner program accredited by the CCNE or the Accreditation Commission for Education in Nursing (ACEN) in order to be eligible for the Family Nurse Practitioner national certification exam, which is required in order to practice as a certified FNP-BC in most states. The Doctor of Nursing Practice program at the University of St. Augustine for Health Sciences is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Prospective students are advised that relocation to another state may impact their ability to complete field experiences and/or to obtain professional licensure, certification or another credential in another state. Prospective students are advised to carefully review, evaluate and understand the requirements of the applicable licensure board in the state in which they intend to relocate. Further, the DNP (non-FNP Role Specialty) program is not designed or intended to lead to professional licensure in any state.

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 DNP and DNP (FNP) program tracks. https://nursing.wa.gov/education/nursing-education-programs

The DNP (FNP) program satisfies the educational requirements for licensure in Washington state.

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: Nurse Practitioners (29-1171); Nursing Instructors and Teachers, Postsecondary (25-1072); Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)

DNP Curriculum (MSN-Entry)

Students with an MSN degree from another accredited university may need to complete a total of 42 to 52 credits and 540 to 1,000 total practicum hours to earn a DNP degree. Upon request, MSN transcripts can be evaluated for potential transfer of credits to minimize the number of credits required to complete the degree. The number of practicum hours required will be determined by the number of practicum hours completed in the MSN program.

Trimester 1

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3*

  or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3*
- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3*

  or

- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3*

Trimester 2

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

  or

- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health (B) Hours: 3*
- NUR 7050 - Evidence-Based Practice for Nurse Leaders Hours: 3*
  Includes indirect contact hours

Trimester 3

- NUR 7230 - Program/Project Planning and Management for Evidence-Based Practice and Policy Change Hours: 3
- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3

Trimester 4

- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3

  or

- IPE 7400B - Healthcare Informatics and Technology Management (B) Hours: 3
- NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement Hours: 3

Trimester 5

- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3

  or

- HSA 7260B - Operations and Quality Management in Healthcare (B) Hours: 3
- NUR 7801 - DNP Practicum I Hours: 3-7†
  4-7 credits required

Trimester 6

- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3
- NUR 7802 - DNP Practicum II Hours: 3-7†
  4-7 credits required

Trimester 7

- NUR 7803 - DNP Practicum III Hours: 4-8 †

Degree Credit Hours 42–52

*Course offers optional immersion.

†Course requires practicum hours.

DNP Curriculum (USAHS Alumni MSN-Entry, FNP Role Specialty)

USAHS MSN graduates with the Family Nurse Practitioner role specialty must complete only an additional 22 credit hours since they will have completed 18 hours of core courses in the MSN program. These core courses are required in both our MSN and DNP programs and were designed to meet the MSN and DNP essential competencies.

Trimester 1

- NUR 7230 - Program/Project Planning and Management for Evidence-Based Practice and Policy Change Hours: 3
- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3

Trimester 2

- NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement Hours: 3
- NUR 7801 - DNP Practicum I Hours: 3-7

Trimester 3

- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3
- NUR 7802 - DNP Practicum II Hours: 3-7

Trimester 4

- NUR 7803 - DNP Practicum III Hours: 4-8

Degree Credit Hours 22

DNP Curriculum (USAHS Alumni MSN-Entry, NEd, NEx Role Specialty)

USAHS MSN graduates with the Nurse Educator or Nurse Executive role specialties must complete only an additional 30 total credits to earn the DNP degree. These core courses are required in both the MSN and DNP programs and were designed to meet the MSN and DNP essential competencies.

Trimester 1

- NUR 7230 - Program/Project Planning and Management for Evidence-Based Practice and Policy Change Hours: 3
- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3

Trimester 2

- NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement Hours: 3
- NUR 7801 - DNP Practicum I Hours: 3-7

Trimester 3

- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3
- NUR 7802 - DNP Practicum II Hours: 3-7

Trimester 4

- NUR 7803 - DNP Practicum III Hours: 4-8

Degree Credit Hours 30

DNP Curriculum, Family Nurse Practitioner Role Specialty

Students entering with a BSN degree who choose the Family Nurse Practitioner role specialty will complete 71 credit hours as well as a total of 1,035 practicum hours to earn the DNP degree.

Trimester 1

- IPE 7001 - Interprofessional Education and Collaborative Practice Hours: 3*

  or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) Hours: 3*
- IPE 7121 - Organizational Leadership & Policy in Health Care Hours: 3*

  or

- IPE 7121B - Organizational Leadership & Policy in Health Care (B) Hours: 3*

Trimester 2

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

  or

- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health (B) Hours: 3
- NUR 7050 - Evidence-Based Practice for Nurse Leaders Hours: 3

  Includes indirect contact hours

Trimester 3

- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3
- NUR 7610 - Advanced Physiology and Pathophysiology Hours: 3

Trimester 4

- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3

  or

- IPE 7400B - Healthcare Informatics and Technology Management (B) Hours: 3
- NUR 7560 - Advanced Pharmacology Hours: 3

Trimester 5

- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3
- NUR 7580 - Advanced Health Assessment and Differential Diagnosis Hours: 3

Trimester 6

- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3
- NUR 7570 - Primary Healthcare of the Family I Hours: 3

Trimester 7

- NUR 7230 - Program/Project Planning and Management for Evidence-Based Practice and Policy Change Hours: 3
- NUR 7571 - FNP Role Practicum I Hours: 4†

Trimester 8

- NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement Hours: 3
- NUR 7575 - Primary Healthcare of the Family II Hours: 3

Trimester 9

- NUR 7572 - FNP Role Practicum II Hours: 4†
- NUR 7801 - DNP Practicum I Hours: 3-7 †

  Only 3 credit hours required for this program.

- NUR 7455 - Special Topics in Professional Nursing Practice Hours: 1-4

  Required only for Arkansas students who must complete at least one credit hour.

  This course is not eligible for Title IV Financial Aid.

Trimester 10

- NUR 7585 - Primary Healthcare of the Family III Hours: 3
- NUR 7802 - DNP Practicum II Hours: 3-7 †

  Only 3 credit hours required for this program.

Trimester 11

- NUR 7573 - FNP Role Practicum III — Hours: 5†

Trimester 12

- NUR 7803 - DNP Practicum III — Hours: 4-8 †
  Only 4 credit hours required for this program.

Degree Credit Hours 71

Students in Arkansas must complete 72 degree credit hours

*Course offers optional immersion.

†Course requires practicum hours.

DNP Curriculum, Nurse Executive Role Specialty

Students entering with a BSN degree who choose the Nurse Executive role specialty will complete 64 credit hours as well as a total of 1,000 practicum hours to earn the DNP degree.

Trimester 1

- IPE 7001 - Interprofessional Education and Collaborative Practice — Hours: 3*

  or

- IPE 7001B - Interprofessional Education and Collaborative Practice (B) — Hours: 3*
- IPE 7121 - Organizational Leadership & Policy in Health Care — Hours: 3*

  or

- IPE 7121B - Organizational Leadership & Policy in Health Care (B) — Hours: 3*

Trimester 2

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

  or

- IPE 7421B - Interprofessional Approaches to Regional and Global Population Health (B) — Hours: 3*
- NUR 7050 - Evidence-Based Practice for Nurse Leaders — Hours: 3*
  Includes indirect contact hours

Trimester 3

- NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3
- IPE 7400 - Healthcare Informatics and Technology Management Hours: 3

  or

- IPE 7400B - Healthcare Informatics and Technology Management (B) Hours: 3

Trimester 4

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

Trimester 5

- IPE 7133 - Foundations in Healthcare Administration with Strategic Planning Hours: 3
- NUR 7461 - DNP Indirect Care Role Practicum I Hours: 4†

Trimester 6

- NUR 7230 - Program/Project Planning and Management for Evidence-Based Practice and Policy Change Hours: 3
- NUR 7462 - DNP Indirect Care Role Practicum II Hours: 4†

Trimester 7

- HSC 7470 - Legal and Regulatory Issues Hours: 3
- NUR 7525 - Data-Driven Evaluation and Clinical Analytics for Outcomes Improvement Hours: 3

Trimester 8

- HSA 7260 - Operations and Quality Management in Healthcare Hours: 3
- NUR 7801 - DNP Practicum I Hours: 3-7 †

  Only 4 credit hours required for this program.

Trimester 9

- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3
- NUR 7802 - DNP Practicum II Hours: 3-7 †

  Only 4 credit hours required for this program.

Trimester 10

- NUR 7803 - DNP Practicum III — Hours: 4-8 †
  Only 6 credit hours required for this program.

Degree Credit Hours 64

*Course offers optional immersion.

†Course requires practicum hours.

Post-Graduate (PG) Nursing Certificates

The purpose of the PG Nursing Certificate programs is the following:

- Provide an educational route to specialization in an area other than that obtained in the master's program.
- Strengthen or broaden the clinical, teaching, or leadership capabilities of masters prepared nurses who are planning a role expansion or role change.

The PG Nursing Certificate allows the learner to receive credit for prior graduate work while taking coursework that advances career opportunities.

Because of the efficient design, both MSN and DNP degree-holding students can take advantage of the PG Nursing Certificate option by adding it to their degree program or by taking the block of specialty courses alone.

The PG Nursing Certificate student is eligible for the same certification exams offered in each specialty and may have the same employment opportunities.

Family Nurse Practitioner (FNP)

Family Nurse Practitioners play a critical role in improving the primary patient care experience. FNP graduates will partner with families across the lifespan to promote preventative care, diagnose conditions and treat acute and chronic illnesses.

Graduates who complete the FNP PG Nursing Certificate are eligible to apply and take the examination for the following national certifications:

- Family Nurse Practitioner-Board Certified (FNP-BC) by the American Association of Nurse Practitioners (AANP) Family Nurse Practitioner (FNP-BC)
- Family Nurse Practitioner-Certified (FNP-C) by the American Nurses Credentialing Center (ANCC)

Admissions Requirements

See Admissions, Records, and Registration.

Role Specialty Learning Outcomes for Family Nurse Practitioner

- Perform comprehensive health assessments that incorporate diagnostic reasoning and the interpretation of diagnostic procedures.
- Engage patients and families in planning for health promotion, prevention of disease or disease progression, and symptom management.
- Apply critical thinking in the diagnosis and problem identification of complex issues related to clinical practice, individuals, populations, and systems of care.
- Provide ethical, patient-centered care based on best evidence, clinician expertise, patient preference and circumstances.
- Evaluate outcomes of care using individual and aggregate data.
- Implement the role of an FNP in a professional, respectful and ethical manner.

Note on Accreditation and Licensure

The Post-Graduate Nursing Certificate program with a specialization in Family Nurse Practitioner at the University of St. Augustine for Health Sciences is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. Currently, graduates must hold a master's, postgraduate, or doctoral degree from a family nurse practitioner program accredited by the CCNE or the Accreditation Commission for Education in Nursing (ACEN) in order to be eligible for the Family Nurse Practitioner national certification exam which is required in order to practice as a certified FNP-BC in most states.

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 the PG Nursing Certificate (FNP) program. https://nursing.wa.gov/education/nursing-education-programs

The PG Nursing Certificate (FNP) program satisfies the educational requirements for licensure in Washington state.

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)

FNP Certificate Curriculum

Trimester 1

- NUR 7560 - Advanced Pharmacology Hours: 3
- NUR 7610 - Advanced Physiology and Pathophysiology Hours: 3

Trimester 2

- NUR 7570 - Primary Healthcare of the Family I Hours: 3
- NUR 7580 - Advanced Health Assessment and Differential Diagnosis Hours: 3

Trimester 3

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

Trimester 4

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

Trimester 5

- NUR 7573 - FNP Role Practicum III Hours: 5

Certificate Credit Hours 31

Nurse Psychiatric Mental Health Nurse Practitioner Certificate

Post-Graduate (PG) Nursing Certificates

The purpose of the PG Nursing Certificate programs is the following:

- Provide an educational route to specialization in an area other than that obtained in the master's program.
- Strengthen or broaden the clinical, teaching, or leadership capabilities of masters prepared nurses who are planning a role expansion or role change.

The PG Nursing Certificate allows the learner to receive credit for prior graduate work while taking coursework that advances career opportunities.

Because of the efficient design, both MSN and DNP degree-holding students can take advantage of the PG Nursing Certificate option by adding it to their degree program or by taking the block of specialty courses alone.

The PG Nursing Certificate student is eligible for the same certification exams offered in each specialty and may have the same employment opportunities.

Psychiatric Mental Health Nurse Practitioner (PG PMHNP)

The Post Graduate Psychiatric Mental Health Nurse Practitioner Certificate (PG PMHNP) program prepares the graduate nurse to assess, diagnose, manage, and treat individuals and populations across the lifespan—from children to older adults—who have mental health conditions. By completing the PMHNP Certificate, practitioners are prepared in physical and psychosocial assessments, emergency crisis psychiatric care, psychotherapy, prescribing psychotropic medications, and providing health promotion and disease prevention interventions while building patient-centered holistic relationships with patients and their families within communities, clinics, hospitals, and diverse settings.

Graduates who complete the PMHNP PG Nursing Certificate are eligible to apply and take the examination for the following national certifications:

- Psychiatric-Mental Health Nurse Practitioner - Board Certified (PMHNP-BC) by the American Nurses Credentialing Center (ANCC)
- Psychiatric-Mental Health Nurse - Board Certified (PMH-BC) by the American Nurses Credentialing Center (ANCC)

Admissions Requirements

See Application for Admissions.

Role Specialty Learning Outcomes for PMHNP

- Perform comprehensive health assessments that incorporate diagnostic reasoning and the interpretation of diagnostic procedures.
- Engage patients and families in planning for health promotion, prevention of disease or disease progression, and symptom management.
- Apply critical thinking in the diagnosis and problem identification of complex issues related to clinical practice, individuals, populations, and systems of care.
- Provide ethical, patient-centered care based on best evidence, clinician expertise, patient preference and circumstances.
- Evaluate outcomes of care using individual and aggregate data.
- Implement the role of a PMHNP in a professional, respectful, and ethical manner.

Note on Accreditation and Licensure

Graduates of the Post Graduate Nursing Certificate program with a specialization in Psychiatric Mental Health Nurse Practitioner must hold a master's or doctoral degree or a postgraduate certificate from a nurse practitioner program accredited by CCNE or ACEN in order to be eligible for the national certification exam which is required in order to practice as a certified PMHNP in most states. Graduates should take the exam that aligns with their role specialty (PMHNP-BC or PMH-BC). The Post Graduate Nursing Certificate program with a specialization in Psychiatric Mental Health Nurse Practitioner (PMHNP) program at the University of St. Augustine for Health Sciences is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. While the Post Graduate Nursing Certificate PMHNP program is designed to lead to licensure, authorization, endorsement, or other state credential necessary to practice as a nurse practitioner, it is the prospective student's responsibility to understand, evaluate, and comply with all requirements relating to nursing practice in the state in which he or she intends to practice and/or resides, as requirements vary widely. Prospective students are advised to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate. USAHS makes no representations or guarantees that completion of coursework or programs will permit an individual to obtain state licensure, authorization, endorsement, or another state credential. For more information about the requirements to practice, students should contact the appropriate Board of Nursing or state agency.

Classification codes for which program is intended to prepare graduates: Nurse Practitioners (29-1171); Nursing Instructors and Teachers, Postsecondary (25-

1072); Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)

Psychiatric Mental Health Nurse Practitioner Certificate (Practicing APRN) Curriculum

Trimester 1

- NUR 7310 - Advanced Neurobiology and Psychopathophysiology Hours: 3

Trimester 2

- NUR 7315 - Advanced Psychopharmacology Hours: 3
- NUR 7330 - Psychotherapy for Psychiatric Mental Health Nurse Practitioner Practice Hours: 3

Trimester 3

- NUR 7350 - PMHNP: Acute and Chronic Management of Child/Adolescent with Psychiatric Mental Health Conditions Hours: 3
- NUR 7541 - PMHNP Role Practicum I Child & Adolescent Populations Hours: 4

Trimester 4

- NUR 7375 - PMHNP: Acute and Chronic Management of the Adult and Older Adult with Psychiatric Mental Health Conditions Hours: 3
- NUR 7542 - PMHNP Role Practicum II Adult and Older Adult Populations Hours: 4

Trimester 5

- NUR 7543 - PMHNP Role Practicum III Diverse/Special Populations Hours: 5

Certificate Credit Hours 28

Nurse Educator Certificate

Post-Graduate (PG) Nursing Certificates

The purpose of the PG Nursing Certificate programs is the following:

- Provide an educational route to specialization in an area other than that obtained in the master's program.

- Strengthen or broaden the clinical, teaching, or leadership capabilities of masters prepared nurses who are planning a role expansion or role change.

The PG Nursing Certificate allows the learner to receive credit for prior graduate work while taking coursework that advances career opportunities.

Because of the efficient design, both MSN and DNP degree-holding students can take advantage of the PG Nursing Certificate option by adding it to their degree program or by taking the block of specialty courses alone.

The PG Nursing Certificate student is eligible for the same certification exams offered in each specialty and may have the same employment opportunities. Please note, the PG Nursing Certificate (Nurse Educator) program is not designed or intended to lead to professional licensure in any state.

Nurse Educators

Holders of the PG Nurse Educator Certificate will teach nursing students, practicing nurses and other healthcare providers and clients in both academic and real-world settings. They may serve as a curriculum designer, instructional designer, teacher, or learning evaluator.

Graduates who complete the Nurse Educator PG Nursing Certificate are eligible to apply and take the examination for the following national certifications:

- Nursing Certified Nurse Educator (CNE) by the National League for Nursing (NLN)
- Nursing Professional Development (RN-BC) by the American Nurses Credentialing Center (ANCC)

Admissions Requirements

See Admissions, Records, and Registration.

Role Specialty Learning Outcomes for Nurse Educator

- Develop curricula based on institutional mission, professional standards, educational theory and research, societal needs, and ongoing program evaluation.
- Design learning environments that provide challenges and opportunities for growth for the learner while ensuring safety, support, and resources for learning.
- Facilitate learning using a variety of teaching strategies based on theory, best evidence, teacher expertise, and appropriateness to the learner.

- Utilize formative assessment methods to provide valuable feedback to support learner development and growth.
- Design summative evaluations that are fair and objective to determine the achievement of learning outcomes.
- Implement the role of an academic educator, a professional development specialist, or a patient educator in a professional, respectful, and ethical manner.

Standard Occupational Classification codes for which program is intended to prepare graduates: Nursing Instructors and Teachers, Postsecondary (25-1072); Registered Nurses (29-1141); Medical and Health Services Managers (11-9111)

***The Nurse Educator role specialty and post-graduate certificate program are not accepting new students.**

Nurse Educator Certificate Curriculum*

***The Nurse Educator post-graduate certificate program is not accepting new students.**

Trimester 1

- EDF 7175 - Foundational Theories in Education Hours: 3
- NUR 7100 - Pathophysiology, Health Assessment, and Pharmacology (Non-NP) Hours: 3

Trimester 2

- EDF 7161 - Program and Curricular Design for Health Science Education Hours: 3
- EDF 7050 - Teaching Methods in Higher Education Hours: 3

Certificate Credit Hours 12

Nurse Executive Certificate

Post-Graduate (PG) Nursing Certificates

The purpose of the PG Nursing Certificate programs is the following:

- Provide an educational route to specialization in an area other than that obtained in the master's program.
- Strengthen or broaden the clinical, teaching, or leadership capabilities of masters prepared nurses who are planning a role expansion or role change.

The PG Nursing Certificate allows the learner to receive credit for prior graduate work while taking coursework that advances career opportunities.

Because of the efficient design, both MSN and DNP degree-holding students can take advantage of the PG Nursing Certificate option by adding it to their degree program or by taking the block of specialty courses alone.

The PG Nursing Certificate student is eligible for the same certification exams offered in each specialty and may have the same employment opportunities. Please note, the PG Nursing Certificate (Nurse Executive) program is not designed or intended to lead to professional licensure in any state.

Nurse Executive (NEx) Post-Graduate Certificate

The Nurse Executive role specialization will help prepare the graduate for a role as a manager, director, supervisor, or chief nursing officer. Nurse Executives will be responsible for human resource management, as well as 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)

Nurse Executive Certificate 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 - Foundations in Healthcare Administration with Strategic Planning Hours: 3
- HSA 7236 - Accounting, Finance and Economics for the Healthcare Leader Hours: 3

Certificate Credit Hours 12

Psychiatric Mental Health Nurse Practitioner Certificate (Non-APRN) Curriculum

Trimester 1

- NUR 7560 - Advanced Pharmacology Hours: 3
- NUR 7610 - Advanced Physiology and Pathophysiology Hours: 3

Trimester 2

- NUR 7310 - Advanced Neurobiology and Psychopathophysiology Hours: 3
- NUR 7580 - Advanced Health Assessment and Differential Diagnosis Hours: 3

Trimester 3

- NUR 7315 - Advanced Psychopharmacology Hours: 3
- NUR 7330 - Psychotherapy for Psychiatric Mental Health Nurse Practitioner Practice Hours: 3

Trimester 4

- NUR 7350 - PMHNP: Acute and Chronic Management of Child/Adolescent with Psychiatric Mental Health Conditions Hours: 3
- NUR 7541 - PMHNP Role Practicum I Child & Adolescent Populations Hours: 4

Trimester 5

- NUR 7375 - PMHNP: Acute and Chronic Management of the Adult and Older Adult with Psychiatric Mental Health Conditions Hours: 3
- NUR 7542 - PMHNP Role Practicum II Adult and Older Adult Populations Hours: 4

Trimester 6

- NUR 7543 - PMHNP Role Practicum III Diverse/Special Populations Hours: 5

Certificate Credit Hours 37

Course Descriptions

Prefix Key

ATP - Athletic Training	IPE - Interprofessional Education
BSC - Basic Sciences	MHS - Master Health Sciences
COM - Communication	NUR - Nursing
EDF - Education	OCT - Occupational Therapy
HSA - Health Services Administration	PHT - Physical Therapy
HSC - Health Sciences	SLP - Speech-Language Pathology
IDS - Independent Study	

Number Key

5000 & 6000	MOT, DPT, OTD, SLP
6000 & 7000	tDPT, MHA, MSN, MHS, PP OTD, EDD, DHSC
9000	Continuing Professional Education, Residency, Fellowship

Athletic Training

ATP 6000 - Leadership in Athletic Training

Hours: 3

This course focuses on characteristics of successful leadership and principles associated with developing leadership skills. Opportunities of leadership within the profession, work setting, and community are discussed.

ATP 6025 - Business of Athletic Training

Hours: 3

Managing various aspects of the profession of athletic training requires an understanding of business principles. This course describes the principles and practices of financial management, budgeting, marketing, consulting, and many other business-related skills.

ATP 6175 - Emergency Athletic Training

Hours: 3

This emergency procedures course will highlight current best practices in the field of athletic training. This course will include a week-long, on-site residency that will deliver a hands-on approach to emphasizing the proper skill set required for handling emergency situations. Circumstances addressed will include head trauma, spinal cord injury, establishing and maintaining airways, managing environmental illness, patient death, and many others.

ATP 6215 - Sport and Disability

Hours: 3

The focus of this course addresses the involvement of athletes with disabilities in sport. Challenges associated with participation, Paralympic governing bodies, and rules governing sanctioned sports are emphasized.

ATP 6330 - International Athletic Training

Hours: 3

The purpose of this course is to reflect upon the history of athletic training outside of the United States and to recognize similarities, differences, and opportunities of practicing athletic training in another country. International organizations and Olympic sports medicine will be discussed.

ATP 6450 - Comprehensive Project

Hours: 3

A comprehensive project is required and reflects a culmination of the knowledge acquired throughout the curriculum resulting in a meaningful body of work. The final product is submitted for publication in a peer-reviewed scientific journal, for presentation at a professional conference, or for practical purposes of implementation in one's employment setting.

ATP 7050 - Cultural Competency

Hours: 3

This course introduces participants to population demographics and their impact on cultural influence with regard to health care. Course content emphasizes Emphasis is placed on cultural awareness and cultural competence, discussing methods of inclusion and appropriate intervention.

ATP 7100 - Advanced Topics: Ethics in Health Care

Hours: 3

A practical approach toward contemporary ethical and legal issues surrounding allied health care professions. Ethical content includes exploring the challenges associated with patient privacy and confidentiality, patient discharge readiness (e.g., return to play), and professional behaviors that relate to unethical decisions. Principles of ethics will be defined and realistic solutions will be discussed. Understanding the areas of greatest risk, minimizing such risk, and gaining the knowledge required to prepare for ethical or legal circumstances will be discussed.

ATP 7130 - Evidence Based Injury Prevention

Hours: 3

This course highlights the importance of injury prevention from a scientific perspective. Research supporting the evidence of an intervention, effective implementation, cost analysis, and outcomes effectiveness will be discussed. Basic and advanced principles of assessing research are presented.

ATP 7255 - Concussion in Sport

Hours: 3

A contemporary approach to understanding the prevention, assessment, and rehabilitation of sport concussions. This course examines position statements, various methods of neurocognitive testing, legal cases regarding sport concussions, and individual state laws.

ATP 7280 - Psychosocial Strategies for Patient Care

Hours: 3

The innovative course explores the historical evidence surrounding holistic patient care across the allied health care professions. Psychosocial characteristics of effective clinicians are identified and patient education tools for use across clinical settings are

presented. Critical examination of contemporary literature serves as the foundation for implementation.

Basic Sciences

BSC 7001 - Foundations of Clinical Orthopaedics

Hours: 3

This is an online course discussing the foundations of orthopaedics and manipulative therapy. The history and development of orthopaedics and specifically manual therapy are explored. Arthrology and biomechanics are discussed, with special attention to tissue biomechanics and arthrokinematics. Emphasis is placed on spinal anatomy and movement. The University's philosophy of examination, treatment, and pain management is introduced, but attention is also given to other diagnostic classification systems. Classifications and indications for manipulation are reviewed. The course provides an introduction to the evidence-informed clinical practice paradigm teaching the student to combine various sources of knowledge in the diagnosis, prognosis, and management of orthopaedic dysfunctions. Analysis, synthesis, and evaluation will be demonstrated through a final portfolio of evidence-based research and a student's critique of the current literature and design of a hypothetical study.

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

Hours: 2

In this course the student will examine current research and theories in motor control and motor learning and their relationship to examination and intervention in patients with neurologic dysfunction. Students will examine neuroanatomical structures, functions, and neuroplasticity of the nervous system as they relate to motor control tasks. Specific motor control issues in balance, gait, and upper extremity will be examined and discussed. Students will identify and explain the influence of impairments on motor dysfunction and a patient's motor control.

BSC 7125 - The Pediatric Client with Neuromotor Involvement

Hours: 3

This online, interdisciplinary course is designed to advance the student's content knowledge, clinical reasoning, and application of best practice when serving children with neuromotor dysfunction. Students will examine medical advancements and contributing factors of the pediatric neurological sequelae. Students will further analyze typical and atypical development. Through a neuromotor lens, students will explore clinical manifestations of children with neuromotor dysfunction. Students will also explore

theoretical foundations, which will ground further synthesis and application of assessment and intervention.

BSC 7155 - Functional Performance in the Older Adult

Hours: 2

This focus of this course is on the analysis of the impact that multidimensional issues related to aging have on functional performance. Issues include normal aging changes in physical, psychosocial and cognitive domains and the common pathologies older adults experience in these areas. Students will examine the evidence supporting various interventions for older adults. Discussions will enhance the role therapists can successfully have in promoting optimal aging for clients and caregivers

BSC 7200 - Autism: Evidence, Etiology and Impact

Hours: 3

This course will define the scope of Autism Spectrum Disorder (ASD), its historical evolution, incidence and proposed etiology. Common diagnostic tests and treatment approaches will be discussed. Occupational performance area deficits will be identified and contributory performance skills, patterns, and client factors will be reviewed. Useful evaluation tools and methods of ongoing assessment will be introduced, and a brief overview of evidence-based interventions will be addressed.

BSC 7301 - Ergonomics

Hours: 2

This online course examines a variety of aspects of work-related ergonomics. Participants will review the history of ergonomics, ergonomic statistics, client-centered framework of practice, the Americans with Disabilities Act, universal design, posture, standing, sitting, computer work-station evaluation, occupational risks, cumulative trauma disorders/repetitive strain injuries/tendonitis, and low-back pain. Worker assessment and work hardening are reviewed before carrying out a worksite assessment. Injury prevention, ergonomic equipment, ergonomic resources, and documentation are also discussed.

Communications

COM 7130 - Healthcare Communication and Collaboration

Hours: 3

In this online course, students will develop the understanding and competency to deal with common communication issues in the healthcare professions, including cultural differences, interdisciplinary collaboration, professional and clinical documentation, case presentations, social media presence, and successful project management. This course will focus on effective writing, speaking, and conflict management skills. These abilities determine professional credibility and impact patient outcomes.

Education

EDF 7013 - Practical Application of Online Teaching

Hours: 3

Learners gain an understanding of the tenets of online and blended learning theory and principles in adult learning. Course design and methodology are used in applying teaching theories utilized in the creation of engaging online learning activities for the health science learner. Learners gain proficiency in outlining and developing key content areas within the online classroom through planning and practice while paying attention to the importance of formative and summative feedback.
Prerequisite(s): IPE 7001 and EDF 7050. The instructor or student may seek an exception to the prerequisites via the program director.

EDF 7050 - Teaching Methods in Higher Education

Hours: 3

This online course engages learners to examine the basic concepts associated with teaching and learning within higher educational environments and methods to be an effective academic educator. This course focuses on educational theoretical underpinnings for teaching in an academic setting and experiential learning of the processes of instructional design, course development, and effective teaching and facilitation of learning in a higher education environment. Emphasis is placed on the application of knowledge to demonstrate mastery of content taking into consideration the needs of adult learners. This course discusses the fundamentals of teaching and is highly recommended for the new instructor, or instructors wishing to review theories and concepts related to teaching, learning, and assessment.

EDF 7050B - Teaching Methods in Higher Education (B)

Hours: 3

This online course engages learners to examine the basic concepts associated with teaching and learning within higher educational environments and methods to be an effective academic educator. This course focuses on educational theoretical

underpinnings for teaching in an academic setting and experiential learning of the processes of instructional design, course development, and effective teaching and facilitation of learning in a higher education environment. Emphasis is placed on the application of knowledge to demonstrate mastery of content taking into consideration the needs of adult learners. This course discusses the fundamentals of teaching and is highly recommended for the new instructor, or instructors wishing to review theories and concepts related to teaching, learning, and assessment.

This is an Accelerated Learning Course.

EDF 7111 - Research Methods I

Hours: 3

The course includes 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(s): IPE 7001

EDF 7121 - Research Methods II

Hours: 3

Students examine research applications and methods with commonly used inferential and predictive statistical analysis and qualitative and quasi-experimental approaches. The course focuses 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(s): EDF 7111

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 investigate and learn about constructing program outcomes, learning objectives, transfer of learning, program structure, program evaluation, budgeting, and marketing.
Prerequisite(s): IPE 7001

EDF 7171 - Motivation Theory in Health Care Education

Hours: 3

An investigation and discussion of current and historically significant theories of motivation in educational research and how they can be utilized in various settings including the classroom, at work, and with patients/clients.
Prerequisite(s): 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 are 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 are explored with emphasis on application in today's learning environments.

EDF 7175B - Foundational Theories in Education (B)

Hours: 3

This online course examines the theories of teaching and learning related to research and health science education. Selected learning theories are analyzed from the perspective of teaching and learning. Students are 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 are 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(s): IPE 7001

EDF 7200 - Residency I

Hours: 2

This course serves as an introduction to a variety of topics and occurs over one weekend on the St. Augustine, Florida, campus. The residency includes didactic classroom sessions with invited guest speakers as well as debates, presentations, and question and answer sessions. Students also have the opportunity to meet with faculty and to interact with other students. Written and interactive online assignments align with the topics presented during the residency and are expected to be completed within two to three days of the residency weekend.

EDF 7225 - Residency II

Hours: 2

This course serves as an advanced presentation of topics that builds on Residency I. There are didactic classroom sessions with invited guest speakers. Students spend time focused on developing a dissertation topic, working with advisors, and completing final preparations for beginning their dissertation work. There are interactive and online assignments to align with their topics. Students are asked to make a teaching presentation and are evaluated by peers and faculty during this time. The focus of this residency is moving the student from coursework to the more independent work required in the latter portion of the curriculum.
Prerequisite(s): EDF 7200

EDF 7235 - Ethical Principles in Healthcare

Hours: 3

This course provides a comprehensive perspective on ethical issues in nursing and healthcare education and clinical practice. It takes a practical approach toward contemporary ethical issues surrounding healthcare professions and emphasizes an interprofessional appreciation of ethical decision-making. Ethical principles, theory and decision-making models will provide the foundation for ethical case analysis and other critical thinking activities. Principles and constructs such as morality, goals of professional practice, professional and organizational values, and socio-cultural contexts of a health care will be defined, and realistic solutions will be discussed with discipline specific emphasis to create an interprofessional culture. Understanding the ethical-legal relationship in areas of greatest risk, minimizing such risk, and gaining the knowledge required to prepare for the circumstances will be discussed.

EDF 7250 - Teaching Internship

Hours: 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(s): IPE 7001 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.
Prerequisite(s): IPE 7001, 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(s): Completion of 44 credits of coursework (all courses except this course and dissertation). In some cases, the Program Director may waive this prerequisite.

EDF 7455 - Special Topics in Professional Practice

Hours: 1-6

The Special Topics course encourages students to engage in a guided independent study of the following topics: integrating education theory and application to teaching and learning in any clinical, educational, or corporate setting; professional topics and skills; and emerging practice questions. Learning experiences may be in the form of guided readings and discussion, directed projects, seminars, or community/clinical experiences with a focus on advanced supplemental or exploratory learning in teaching and learning. Specific topics and formats vary as they are generated by student interest and faculty expertise.
Prerequisite(s): IPE 7001; EDF 7050

EDF 7871 - Dissertation I

Hours: 4

This course is designed to help students complete the first three chapters of their dissertation manuscript. There are three primary expectations in this course: (1) complete the literature review, (2) complete the methods section for Chapter 3, (3) file and secure Institutional Review Board permission, and (4) put the manuscript into proper dissertation format.

EDF 7872 - Dissertation II

Hours: 4

In the Doctor of Education program, students have three terms in which the milestones for Dissertation I, II, and III are expected 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 close collaboration with the student's dissertation chair and committee members. Dissertation requirements, product type, and details are outlined in the Dissertation Handbook. Successful completion of the dissertation culminates in an oral defense of the product.
Prerequisite(s): EDF 7871

EDF 7873 - Dissertation III

Hours: 4

In the Doctor of Education program, students have three terms in which the milestones for Dissertation I, II, and III are expected 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 close collaboration with the student's dissertation chair and committee members. Disseration requirements, product type, and details are outlined in the Dissertation Handbook. Successful completion of the disseration culminates in an oral defense of the product.
Prerequisite(s): EDF 7871; EDF 7872; This course may be taken simultaneously with EDF 7872 with permission from the program director.

Health Services Administration

HSA 7200 - Foundations of Healthcare Administration

Hours: 3

Students investigate and analyze the changing landscape of the healthcare environment and the factors affecting the practice of healthcare administration. Students consider stakeholders in a variety of settings to establish a framework for scholarly investigation of effective strategies for healthcare administrators in practice. Particular emphasis will include the importance of collaboration, critical thinking, communication, and diversity. The course introduces students to techniques applied by successful healthcare administrators, such as setting goals and managing time, as well as the attitudes and motivation required for success as a healthcare manager, administrator, and leader.

HSA 7200B - Foundations of Healthcare Administration (B)

Hours: 3

Students investigate and analyze the changing landscape of the healthcare environment and the factors affecting the practice of healthcare administration. Students consider stakeholders in a variety of settings to establish a framework for scholarly investigation of effective strategies for healthcare administrators in practice. Particular emphasis will include the importance of collaboration, critical thinking, communication, and diversity. The course introduces students to techniques applied by successful healthcare administrators, such as setting goals and managing time, as well as the attitudes and motivation required for success as a healthcare manager, administrator, and leader.

This is an Accelerated Learning Course.

HSA 7233 - Revenue Cycle and Reimbursement Management

Hours: 1

Course Description In this course, students break down the complexities of revenue cycle and reimbursement management for healthcare services. The course provides details on the impact of patient access accuracy, billing and collections of various payers and patients, managed care, and steps healthcare administrators can take to navigate these challenges to maximize reimbursement. The Certified Revenue Cycle Representative (CRCR) study materials and examination offered through the Healthcare Financial Management Association (HFMA) is used as one of the learning tools. Current topics is used to ensure the timeliness of the healthcare reform efforts in the United States.

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

Hours: 3

This course provides basic accounting, finance, and economics for the healthcare leader. Students will be able to educate patient care team members on financial implications of patient care decisions, use financial statements for decision making, use basic accounting, finance, and economics concepts needed for efficient management of the healthcare organization, develop policies and procedures for coding and reimbursement, and negotiate contracts for effectiveness and compliance.

HSA 7250 - Human Resources Management and Organizational Development in Healthcare

Hours: 3

Using a systematic approach, students address the role of human resources in healthcare organizations. Students gain an understanding of key roles in planning for workforce needs and aligning with the strategic goals of the organization. Students examine organizational behavior and dynamics, as well as leadership principles to help navigate change. Students analyze theory and practice of managing individuals and groups through motivation, communication, teamwork, collaboration, leadership, organizational change, negotiation, and conflict management and resolution. Prerequisite(s): HSA 7200 or Program Director approval

HSA 7260 - Operations and Quality Management in Healthcare

Hours: 3

There are many opportunities for healthcare organizations and/or their unitary departments to employ strategies to affect the challenges and enhance the outcomes found in today's healthcare delivery system. This course familiarizes the student to a framework of various concepts and tools necessary for understanding the operationalization of health service delivery processes and their effect on performance outcomes. The development of leadership performance competencies that support interprofessional collaboration in organizational health care delivery systems, process improvement, and project and quality management will be emphasized. Through clinical and service quality planning, control and improvement initiatives, outcomes will demonstrate that quality improvement is a strategic mandate Students will discover the essential relationship linking operations and quality management and the importance and use of metrics in daily operations.

HSA 7260B - Operations and Quality Management in Healthcare (B)

Hours: 3

There are many opportunities for healthcare organizations and/or their unitary departments to employ strategies to affect the challenges and enhance the outcomes found in today's healthcare delivery system. This course familiarizes the student to a framework of various concepts and tools necessary for understanding the operationalization of health service delivery processes and their effect on performance outcomes. The development of leadership performance competencies that support interprofessional collaboration in organizational health care delivery systems, process improvement, and project and quality management will be emphasized. Through clinical and service quality planning, control and improvement initiatives, outcomes will demonstrate that quality improvement is a strategic mandate Students will discover the essential relationship linking operations and quality management and the importance and use of metrics in daily operations.

This is an Accelerated Learning Course.

HSA 7455 - Special Topics in Professional Practice

Hours: Varies

This Special Topics course encourages students to engage in a guided independent study of theory application, professional topics and skills, and emerging practice questions. Learning experiences may be in the form of guided readings and discussion, directed projects, seminars, or community/clinical experience with focus on advanced supplemental or exploratory learning. Specific topics and formats will vary as they are generated by student interest and faculty expertise.

HSA 7497 - Integrated Field Project

Hours: 3

This is an integration of the knowledge and skills appropriate to a student's specialty area or area of interest. By applying theory and practice, students have the opportunity to explore various approaches relating to the delivery and administration of healthcare services. Under the advisement of a faculty member, the student has two options in completing the project. One option is to identify unique and significant problems in the administration of health services and develop one publishable case report. The second option is to develop one publishable article related to critical issues in the delivery of healthcare today.

Prerequisite(s): This course is taken at the end of the MHA program.

Health Sciences

HSC 5015 - Medical Terminology

Hours: 0

This course is designed to prepare the learner to understand and apply the medical terminology and abbreviations used in healthcare. This course meets the requirements for acceptance into the Doctor of Physical Therapy, Master of Occupational Therapy, and Doctor of Occupational Therapy programs at the University of St. Augustine for Health Sciences. Please note the course is not for credit and is intended to be offered eight weeks before the start of each term.

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 5136 - Evidence-Informed Practice: Research Fundamentals

Hours: 2

This course familiarizes students with the research processes used in health science disciplines. Students in this course will learn to become critical consumers of research by evaluating research methodologies, designs, and analyses. Ethical issues and integration of research principles into evidence-based clinical practice will be explored. Interprofessional collaboration will be introduced and applied to evidence-informed research and practice.

HSC 6031 - Cultural Competence

Hours: 1

This course will explore concepts and practices of cultural competency in the current health care environment. Students will self-assess their cultural competence as health care providers and examine ways to implement strategies learned into their future practice.

HSC 6036 - Metabolic Disorders

Hours: 1

This course will investigate the pathology, etiology, signs, symptoms and treatment of common metabolic disorders. The primary focus will be to consider the clinical implications of metabolic disorders from a rehabilitation perspective. This includes addressing potential complications, modifying interventions based on precautions, promoting health, and determining the need for referrals.

HSC 7200 - Information Literacy for Evidence-Based Practice

Hours: 1

Information literacy is an important skill for evidence-based practice. It incorporates such skills as recognizing when information is needed, searching for information (including developing a research question and creating a search strategy), incorporating new information into an already established knowledge base, and using information ethically and legally. Multiple studies show that one of the most prominent barriers to evidence-based practice among clinicians is limited search skills combined with difficulty accessing evidence. This course helps students to develop the information literacy skills they need to incorporate evidence into their practices. The course also teaches students

how to use the online resources available through the University library and helps clinicians identify what information resources beyond the University's library are available to them.

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(s): Completion of the CPE seminar "Extremity Evaluation and Manipulation (E1)," offered by the University

HSC 7320 - Fundamental Skills for Hand and Upper Extremity Therapy

Hours: 2

This course focuses on diagnoses that you would most typically treat in an outpatient orthopaedic hand clinic setting. These diagnoses will be presented with a variety of media that will complement the context and facilitate your learning. The purpose of this course is the application of quality clinical reasoning skills. Learning goals of this course include expanding the student's existing knowledge base in the area of upper extremity orthopaedic rehabilitation following trauma, disease processes, and post-surgical intervention. Secondly, students will apply this additional evidence-based material to new clinical reasoning skills that will optimize the student's effectiveness with patient treatment.

HSC 7325 - School-Based Practice

Hours: 3

This online course advances the experienced practitioner's clinical and professional knowledge to promote leadership in school-based practice. Through examination of the current evidence available, students will reflect on their current practice to identify strengths and needs related to historical and current legislation and guidelines, evaluation, intervention, individual educational programs (IEPs), outcomes, collaboration, and opportunities for advancing the role of related service providers within school systems.

HSC 7360 - Spinal Instability

Hours: 2

This 2-credit hour online course presents concepts of whole-spine stabilization. Topics covered include clinical findings indicating the presence of instability, stabilization instructions for patient education, and utilization of stabilization through the process of rehabilitation. Special attention is given to clinical decision making regarding the selection of manipulation and exercises for patients with instability.

HSC 7400 - Differential Diagnosis

Hours: 3

This course is designed to provide physical therapists with the background necessary to screen patients for the presence of disease. This information, combined with the therapist's knowledge and skills for management of neuromusculoskeletal dysfunction, provide the student with a comprehensive examination scheme. The information provided in the course facilitates professional communication between the physical therapist and other healthcare professionals as well as communication between the physical therapist and patient. Analysis, synthesis, and evaluation are demonstrated through a final portfolio displaying best practices for imaging applications in the student's desired area of study.

HSC 7401 - Pharmacology

Hours: 3

This online course covers the basics of drug action as it relates to physical and occupational therapy. Drugs used in the treatment of muscle spasms and spasticity, cardiac drugs, centrally acting drugs, psychological medications, and drugs used in the treatment of pain and inflammation are covered. Interactions between therapy and medications are emphasized. Analysis, synthesis, and evaluation will be demonstrated through a final portfolio of evidence-based research and a student's critique of the current literature and design of a hypothetical study.

HSC 7416 - Foundations of Imaging

Hours: 3

This course covers imaging commonly used for evaluation and treatment of various pathologies, such as conventional radiographs (x-ray), ultrasound (US) images, computerized tomography (CT), and magnetic resonance imaging (MRI). It covers the clinical application of imaging tests for commonly occurring skeletal and soft tissue trauma of the spine, pelvis and extremities and provides foundational knowledge of cardiopulmonary imaging and neuroimaging. Special emphasis is placed on the interprofessional terminology essential for communicating with other healthcare

professionals when discussing imaging, indications, and contraindications, as well as how this assessment contributes to patient care.

*Replaced HSC 7415 Spring 2019

HSC 7440 - Fundamentals of the Health Care Startup Business

Hours: 3

This course will provide a pragmatic overview and exploration of basic business skills and principles necessary for preparing for and starting a health care business. A developmental continuum from idea generation to launch is discussed. Business strategies are examined to provide the learner with critical-thinking skills necessary to become successful in the startup within the health care industry. The advantage of entrepreneurial thinking and problem solving is reviewed. The course investigates substantive strategic marketing concepts and the process utilized to analyze, develop, implement, and evaluate the business/practice environment. Emphasis will be placed on objective planning and evaluating metrics for success. The intricacies of legal considerations, finance and accounting strategies, and human resource management are not the focus of this course. Learners will have the opportunity to develop key components of a business plan for a startup.

HSC 7470 - Legal and Regulatory Issues

Hours: 3

This course investigates the legal and regulatory environment of the health services industry. Case law, statutory and regulatory analysis, and trends in health services delivery law will be analyzed in context of implications among major stakeholder groups (providers, patients, administrators, third-party payers, and health care organizations). Topics include civil and criminal law, ethics, contract law, antitrust, malpractice, human resources/personnel laws, managed care laws, professional and corporate liability, information management/medical records, patient safety and mandatory reporting issues, patients' rights and responsibilities, among others.

MHS 7313 - Fundamentals of Healthcare Law

Hours: 3

This course introduces students to the myriad of ethical and legal implications of health care administration, particularly regarding the legal rights of patients as they interact within an increasingly complex healthcare system. The course specifically focuses on patients' rights, healthcare access, ethical best practices, and affordability. In addition, students will discover the multifaceted implications impacting healthcare professionals in

providing ethically-sound and quality-driven healthcare services in an ever-changing legal and regulatory environment.

Prerequisite(s): IPE 7001

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(s): IPE 7001

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(s): IPE 7001

MHS 7700 - Comprehensive Project

Hours: 3

This course is an integration of the knowledge and skills appropriate to a student's specialty area. By applying theory to practice, students have the opportunity to explore an approach to the delivery of health care services. Under advisement of a faculty member, the student will design and implement a community service project, assist on a research project, or collaboratively write a position paper summarizing an evidence-based approach to changing health care practices. The project will be shared through written and/or oral communication methods to a local, state, regional, or national audience.

Independent Study

IDS 5802 - Independent Study

Hours: 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 7001 - Interprofessional Education and Collaborative Practice

Hours: 3

This course provides students with a foundation for interprofessional education and collaboration. Emphasis is on learning roles and responsibilities of healthcare peers, effective interprofessional communication, teams and teaming, as well as ethical practice and patient (or client)-centered care. All coursework prepares the student to engage on highly functioning healthcare teams, while striving to improve healthcare delivery through increasing patient and practitioner satisfaction, reducing costs, and achieving better outcomes. The course will expose the student to industry-relevant tools and techniques that meet the demands of the contemporary healthcare workplace.

IPE 7001B - Interprofessional Education and Collaborative Practice (B)

Hours: 3

This course provides students with a foundation for interprofessional education and collaboration. Emphasis is on learning roles and responsibilities of healthcare peers, effective interprofessional communication, teams and teaming, as well as ethical practice and patient (or client)-centered care. All coursework prepares the student to engage on highly functioning healthcare teams, while striving to improve healthcare delivery through increasing patient and practitioner satisfaction, reducing costs, and achieving better outcomes. The course will expose the student to industry-relevant tools and techniques that meet the demands of the contemporary healthcare workplace.

IPE 7025 - Psychosocial Strategies for Healthcare

Hours: 3

This innovative course explores the evidence surrounding holistic patient care across healthcare and wellness professions. Psychosocial characteristics of effective

practitioners are identified and patient education tools for use across healthcare and wellness settings are presented. Critical examination of contemporary literature serves as the foundation for implementation of client care plans.

IPE 7025B - Psychosocial Strategies for Healthcare (B)

Hours: 3

This innovative course explores the evidence surrounding holistic patient care across healthcare and wellness professions. Psychosocial characteristics of effective practitioners are identified and patient education tools for use across healthcare and wellness settings are presented. Critical examination of contemporary literature serves as the foundation for implementation of client care plans.

This is an Accelerated Learning Course.

IPE 7050 - Evidence-Based Practice for Healthcare Professionals

Hours: 3

This course provides an overview of the evidence-based practice process to prepare the healthcare professional as a consumer of scientific evidence for decision making. A process for formulating a practice question and conducting literature searches for existing evidence. The course also includes an overview of the research process for quantitative, qualitative, and mixed methods research with emphasis on the critical appraisal of evidence for determination of inclusion in a literature synthesis related to a practice question. The discussion of biostatistics focuses on determining the appropriateness of the statistical analysis and interpretation of the statistical results in the critically appraised research evidence. Finding and critically appraising research summaries, such as systematic reviews, meta-analyses, and meta-syntheses, and clinical practice guidelines is included. Effectively implementing, evaluating, and disseminating an evidence-based change process is discussed.

IPE 7050B - Evidence-Based Practice for Healthcare Professionals (B)

Hours: 3

This course provides an overview of the evidence-based practice process to prepare the healthcare professional as a consumer of scientific evidence for decision making. A process for formulating a practice question and conducting literature searches for

existing evidence. The course also includes an overview of the research process for quantitative, qualitative, and mixed methods research with emphasis on the critical appraisal of evidence for determination of inclusion in a literature synthesis related to a practice question. The discussion of biostatistics focuses on determining the appropriateness of the statistical analysis and interpretation of the statistical results in the critically appraised research evidence. Finding and critically appraising research summaries, such as systematic reviews, meta-analyses, and clinical practice guidelines is included. Effectively implementing, evaluating, and disseminating an evidence-based change process is discussed.

IPE 7100 - Ethics in Health Care

Hours: 3

This course provides a comprehensive perspective on ethical issues in healthcare. It takes a practical approach toward contemporary ethical issues surrounding healthcare professions and emphasizes an interprofessional appreciation of ethical decision-making. Ethical principles, theory and decision-making models will provide the foundation for ethical case analysis and other critical thinking activities. Principles and constructs such as morality, goals of professional practice, professional and organizational values, and socio-cultural contexts of health care will be defined and realistic solutions will be discussed. Understanding the ethical-legal relationship in areas of greatest risk, minimizing such risk, and gaining the knowledge required to prepare for the circumstances will be discussed.

IPE 7121 - Organizational Leadership & Policy in Health Care

Hours: 3

This course introduces students to interprofessional healthcare policy and organizational leadership concepts. Students have the opportunity to analyze and advocate for health policy with the inclusion of diverse stakeholders to optimize access to care, improve care coordination, and reduce disparities affecting population health. Various leadership styles are examined as well as self-assessment, goal setting, and strategies for continuous improvement as healthcare leaders.

IPE 7121B - Organizational Leadership & Policy in Health Care (B)

Hours: 3

This course introduces students to various concepts and tools necessary for understanding operationalization of health service delivery and the effect on performance outcomes, including leadership competencies that support interprofessional

collaboration, process improvement, health policy and regulation, and project and quality management. Students will discover the essential relationship linking operations and quality management and develop metrics for monitoring daily operations within their field.

IPE 7133 - Foundations in Healthcare Administration with Strategic Planning

Hours: 3

Students build on leadership concepts introduced in IPE 7121 to develop a foundational understanding of healthcare administration while analyzing the changing landscape of the healthcare environment. Application of these concepts occurs through formulating, implementing, and evaluating a strategic plan while working with an interprofessional team. Students examine the role of strategic planning in achieving organizational performance measures as well as the notion of planning as a cyclical process within the healthcare organization in the role of a healthcare administrator.
Prerequisite(s): IPE 7001, IPE 7121

IPE 7155 - Clinical Data Analytics and Decision Support

Hours: 3

Course Description: This interprofessional course is focused on the synthesis of data and information into knowledge, wisdom, and clinical decision-making to support all members of the healthcare team and the consumer. Areas of emphasis include healthcare data standards and taxonomies, data analytics, and data security.

IPE 7200 - Cultural Competence in Healthcare

Hours: 3

This course introduces participants to population demographics and their impact on cultural influence with regard to health care and wellness. Emphasis is placed on cultural awareness and cultural competence, discussing methods of inclusion and appropriate intervention using an interprofessional model.

IPE 7200B - Cultural Competence in Healthcare (B)

Hours: 3

This course introduces participants to population demographics and their impact on cultural influence with regard to health care and wellness. Emphasis is placed on cultural awareness and cultural competence, discussing methods of inclusion and appropriate intervention using an interprofessional model.

This is an Accelerated Learning Course.

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

Hours: 3

Learning how to plan, develop and manage projects and programs are essential skills for healthcare professionals. This course focuses on the processes of analyzing organizations and systems, completing a gap analysis through use of selected quality improvement tools, and identifying specific steps in the project sequence. Experiential opportunities are integrated into the project life cycle phases in validating the need for developing an improvement change project. Leadership and interprofessional team collaboration are incorporated into project and program development and management.

IPE 7250 - Healthcare System Life Cycle Analysis and Design

Hours: 3

This healthcare informatics course is focused on the phases of system implementation life cycle. Areas of emphasis include project management, strategic planning, system analysis, workflow redesign, system implementation, evaluation and service management.
Prerequisite(s): IPE 7001, IPE 7400

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(s): IPE 7001

IPE 7300 - Entrepreneurial Strategies in Health Care

Hours: 3

This course presents an interprofessional approach to the principles and practices of financial management, human resources management, vision and strategy, marketing and consulting, as well as many other business-related skills applied across the health care arena.

IPE 7316 - Women's Health and Wellbeing

Hours: 3

This course is designed to promote an interdisciplinary awareness of health and wellness, with a focus on the unique needs and experiences of women across the lifespan. A holistic, interprofessional approach will be taken to teach the relationships between physical, environmental, social, psychological and emotional health and well-being. Coursework will culminate in a final product that will be useful to enhance the health and life experiences of clients.
Prerequisite(s): IPE 7001

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(s): IPE 7400

IPE 7400 - Healthcare Informatics and Technology Management

Hours: 3

This course introduces the student to healthcare informatics, focusing on the foundational experiences with health information systems and technology; roles within interprofessional teams (when applicable); and ethical and legal use of technology to improve patient safety, healthcare quality, and population health outcomes. Students examine data management systems to improve outcomes of care and technology for care delivery and to explore new trends to improve patient outcomes using evidence to inform the design of workflows and utilization of health information systems to improve user experience, standards, and safety.

IPE 7400B - Healthcare Informatics and Technology Management (B)

Hours: 3

This online interprofessional education (IPE) course introduces the student to healthcare informatics focusing on the foundational experiences with health information systems and technology, roles within interprofessional teams to optimize ethical and legal use of technology to improve consumer safety, healthcare quality, and population health outcomes. Students examine data management systems to improve outcomes of care and utilize evidence to inform redesign of workflow and utilization of health information systems to improve user experience, standards, and safety.

This is an Accelerated Learning Course.

IPE 7421 - Interprofessional Approaches to Regional and Global Population Health

Hours: 3

Students evaluate cultural, environmental, societal, and economic factors impacting population health and health outcomes. Students assimilate factors impacting individual and community health. Knowledge is applied to create interprofessional, evidence-based interventions to improve population health and advance health equity.

IPE 7421B - Interprofessional Approaches to Regional and Global Population Health (B)

Hours: 3

This course explores concepts relevant to population health practice. These include the importance of reflective practice and a focus on prevention and upstream interventions, with particular attention to social determinants of health and mitigation of adverse childhood events. Using an interprofessional/cross disciplinary approach, students examine how economics, social factors, cultural safety/competency, health literacy, policy, urbanization, globalization, the environment, and other factors influence health and disease. Students consider how research in prevention, health determinants, cultural ecology, and global health applies to population and community health efforts.

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

Hours: 3

This healthcare informatics and nurse informaticist specialty course is focused on the design, use, and promotion of innovative technologies that advance healthcare

outcomes. Areas of emphasis include information literacy, social media, genomic, consumer products to facilitate health, and the Technology Informatics Guiding Education Reform (TIGER) initiative.

Nursing

NUR 6001 - Clinical Leadership

Hours: 3

Clinical leadership requires theoretical knowledge and management skills to lead interprofessional teams. Communication and collaboration within an interprofessional team aimed at delivering high-quality, cost-effective care to diverse populations in both acute and primary care is critical to effective team-based care. Students evaluate successful strategies for delegation, closing the communication loop, team goal setting, efficient oversight, technology support, and data formatting to assess effectiveness of the delivery of care. This course follows recommendations offered by the Agency for Healthcare Quality and Research Team Stepps.

NUR 6005 - Patient Safety, Quality, and Just Culture

Hours: 3

This course provides an introduction to the knowledge and skills needed to lead patient safety and quality improvement initiatives at the micro and macro levels. The course provides the foundational concepts and methodologies used in process improvement within healthcare. Successful participants develop a system's view of safety and quality challenges and learn strategies for improving culture, enhancing teamwork, managing change, and measuring success.

NUR 6009 - Ethical, Legal, Health Policy

Hours: 3

This course integrates ethical, legal, and health policy issues in contemporary nursing. Students review the major ethical principles, several ethical theories, conceptual frameworks, and ethical decision-making models and analyze the ANA Code of Ethics with Interpretive Statements in relation to individual practice settings and the nursing profession. Students utilize debate methodology to resolve common ethical dilemmas in nursing and discuss legal implications related to providing nursing care—specifically, examples of malpractice, how a bill becomes a law, and the legislative process. Students develop a position paper on a relevant health policy issue including integration of relevant ethical, legal, legislative, and economic implications.

NUR 6013 - Scholarly Inquiry

Hours: 3

This course is designed to introduce students to the scientific research process, research methodologies, and the contributions of research to the improvement of nursing practice. Students focus on understanding, analyzing, and applying research findings to resolve nursing problems and improve outcomes. The course also provides nursing students with competencies necessary to read, evaluate, and interpret findings of nursing research studies. Emphasis is placed on applying research methodology and ethical consideration in development of a research proposal for evidence-based practice.

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(s): IPE 7001

NUR 7100 - Pathophysiology, Health Assessment, and Pharmacology (Non-NP)

Hours: 3

This course expands on foundational nursing education to enhance nursing expertise in pathophysiology, health assessment, and non-prescriptive pharmacology throughout the lifespan. Emphasizing the specialized knowledge and skills essential for the non-NP advanced practice nurse, this curriculum integrates pathophysiological concepts, physical assessment techniques, and pharmacology principles. Students explore application of these principles to become proficient in the provision of safe and quality care for patient populations across the lifespan and cross-culture presenting with routine medical conditions.
Prerequisite(s): IPE 7001

NUR 7161 - Theoretical and Scientific Underpinnings for Nursing Practice

Hours: 3

This course focuses on the integration of theory, empirical evidence, and the application to nursing practice and decision-making. Nurses use theory combined with the best scientific evidence to provide the highest level of practice and improve quality outcomes. The introduction to the use of theory and the process of theory construction are discussed. Major theories of nursing and theories from other disciplines relative to nursing are analyzed with an emphasis on implications for nursing practice.

NUR 7210 - Adult Gerontology Primary Healthcare Part I

Hours: 3

This is the first of three in this didactic course series that focuses on the Adult Gerontology Nurse Practitioner role with application of advanced theoretical knowledge in assessment and management of health promotion, health maintenance, and disease prevention for the adult/geriatric population across the continuum. The assessment and management of common health concerns is introduced. Emphasis is placed on the primary care of adult/geriatric individuals and their families in a multicultural and holistic care environment.
Prerequisite(s): NUR 7610; NUR 7560; NUR 7580

NUR 7230 - Program/Project Planning and Management for Evidence-Based Practice and Policy Change

Hours: 3

This course equips students with essential skills in project planning, project management, and advocating for policy change with a focus on the final DNP project. Students explore practical applications of project management principles. Through case studies and real-world scenarios, learners develop proficiency in project planning phases, including needs assessment, risk assessment and management, and project budgeting. Emphasis is placed on effective communication strategies, stakeholder engagement, and navigating organizational dynamics to implement evidence-based practices and drive policy reform. By the end of the course, students are prepared to lead and collaborate on initiatives that promote healthcare delivery improvement, patient safety, and transformative healthcare changes.
Prerequisite(s): NUR 7050, NUR 7161, IPE 7121, IPE 7001, IPE 7400, IPE 7421

NUR 7235 - Adult Gerontology Primary Healthcare Part II

Hours: 4

In this second of three courses, the adult gerontology nurse practitioner role continues to evolve and will incorporate critical thinking and decision-making skills to aid in providing effective primary care for adult-geriatric individuals and clinical decision making for diagnosis and management of both acute and chronic conditions that affects adult-geriatric individuals. Emphasis is placed on the delivery of evidence-based, safe, cost-effective care in a primary care setting.
Prerequisite(s): NUR 7210

NUR 7250 - Adult Gerontology Primary Healthcare Part III

Hours: 4

This is the third of three didactic courses for the Adult Gerontology Nurse Practitioner role and emphasizes advanced theoretical knowledge in the assessment and management of acute, chronic, and complex health conditions affecting the adult geriatric population, including the frail elderly population. Palliative and end of life care issues with inclusion of multidimensional interventions are also applied. Legal, ethical, financial, and cultural concepts related to advanced-practice nursing and professional credentialing are integrated. Emphasis is placed on primary health care of adult geriatric individuals and their families in a multicultural environment.
Prerequisite(s): NUR 7552, NUR 7235

NUR 7310 - Advanced Neurobiology and Psychopathophysiology

Hours: 3

This course is the foundation for practicing health professionals who explore and gain knowledge about neurobiology and psychopathophysiology as this relates to the etiology (cause), epidemiology (prevalence), developmental theories, and abnormal behavior. Students learn about evidence based empirical interventions while understanding ethical, cultural, and developmental applications. Students learn about the Diagnostic and Statistical Manual of Mental Disorders criterion and the neurobiological progression across the lifespan.
Prerequisite(s): NUR 7610. Instructor or student may seek an exception to the prerequisite from the Program Director. Post-Graduate PMHNP Certificate students entering with APRN licensure are exempt from the NUR 7610 prerequisite requirement.

NUR 7315 - Advanced Psychopharmacology

Hours: 3

This course focuses on evidence-based advanced practice psychopharmacology, building on previous advanced pharmacology coursework. Psychiatric mental health nurse practitioner students learn the scientific principles of pharmacokinetics, pharmacodynamics, pharmacogenetics, and psychotherapeutic medications. Emphasis

is placed on psychopharmacologic treatment for acute and chronic psychiatric conditions across the lifespan. Students learn ethical safe prescribing practices and interprofessional collaboration with focus on optimal patient outcomes.
Prerequisite(s): NUR 7560, NUR 7580, NUR 7610. The instructor or student may seek an exception to the prerequisites from the Program Director. Post-Graduate PMHNP Certificate students entering with APRN licensure are exempt from the prerequisite requirement.

NUR 7327 - APRN Transition to Practice

Hours: 2

This course prepares students for the transition to the role of the psychiatric mental health nurse practitioner. This course guides students in preparation for the national board certification examination. Students learn how the psychiatric mental health nurse practitioner integrates a culmination of knowledge into clinical practice. Understanding evidence-based interventions, the scope of practice, and coordinating mental health care is essential in the psychiatric mental health nurse practitioner role.
Prerequisite(s): NUR 7542. The instructor or student may seek an exception to the prerequisites with permission from the Program Director.

NUR 7330 - Psychotherapy for Psychiatric Mental Health Nurse Practitioner Practice

Hours: 3

This course focuses on psychotherapeutic theories, psychotherapy modalities, and therapeutic skills for the Psychiatric Mental Health Nurse Practitioner student. Students acquire knowledge about a client-centered, culturally responsive approach; patient goals; therapeutic environment management; psychotherapeutic communication; psychoeducation goals; and crisis management. This course prepares students to apply multiple therapeutic approaches in psychotherapy, including cognitive and dialectical behavioral therapy, motivational interviewing, group supportive therapy, interpersonal therapy, recovery and SMART model framework, trauma therapy, and complementary alternative interventions in addition to applying interprofessional collaboration and developing a framework for clinical practice for individuals and populations across the lifespan. This course includes 50 hours of psychotherapy simulation.
Prerequisite(s): NUR 7560, NUR 7580, NUR 7610. The instructor or student may seek an exception to the prerequisites with permission from the Program Director. If the student is accepted into the Post-Graduate Certificate Program with APRN-entry these prerequisite courses are waived.

NUR 7350 - PMHNP: Acute and Chronic Management of Child/Adolescent with Psychiatric Mental Health Conditions

Hours: 3

This course focuses on the role of the psychiatric mental health advanced practice nurse. Emphasis is on critical thinking, diagnostic reasoning, clinical judgment, theoretical underpinnings while applying scientific evidence-based theories, therapeutic concepts of communication, and screening tools. This course feeds into the associated practicum course for application of assessment skills; Diagnostic and Statistical Manual of Mental Disorders diagnostic reasoning; acute and chronic management, including psychopharmacology and psychotherapy; interprofessional collaboration; ethical standards and cultural diversity inclusion; health promotion; disease prevention; and differential diagnosis in planning care for children, adolescents, and families. Prerequisite(s): NUR 7310, NUR 7315, NUR 7330. The instructor or student may seek an exception to the prerequisities from the Program Director.

NUR 7375 - PMHNP: Acute and Chronic Management of the Adult and Older Adult with Psychiatric Mental Health Conditions

Hours: 3

This course focuses on the role of the psychiatric mental health advanced practice nurse. Emphasis is on critical thinking, diagnostic reasoning, clinical judgment, theoretical underpinnings while applying scientific evidence-based theories, therapeutic concepts of communication, and screening tools. This course provides foundational content, which is applied in PMHNP Role Practica II: Adult and Older Adult Populations. Foundational knowledge in advanced assessment skills; Diagnostic and Statistical Manual of Mental Disorders diagnostic reasoning; acute and chronic management, including psychopharmacology and psychotherapy; interprofessional collaboration, ethical standards, and cultural diversity inclusion; and health promotion, disease prevention, differential diagnosis in planning care for adult and older adult populations. Prerequisite(s): NUR 7310, NUR 7315, NUR 7330. The instructor or student may seek an exception to the prerequisities from the Program Director.

NUR 7400 - MSN Role Practicum I

Hours: 3

The purpose of this practicum course is for the student to synthesize knowledge acquired in didactic courses into role specialty practice. This is a precepted experience with the student, the practicum instructor, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and role integration. In this experience students use reflective journals to reflect on prior learning as they transition into their advanced nursing practice role. This course requires completion of 174

practicum hours.
Prerequisite(s): All core and specialty courses in the MSN program are prerequisites (e.g., the last specialty course is taken concurrent with this course).

NUR 7450 - MSN Role Practicum II

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 the second precepted experience with the student, the practicum instructor, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and role integration. In this experience reflective journals are used so that students reflect on their prior learning as they transition into their advanced nursing practice role.This course requires completion of 116 practicum hours and the development of a professional e-portfolio.

NUR 7455 - Special Topics in Professional Nursing Practice

Hours: 1-4

The Special Topics course encourages the student to engage in a guided study of theory application, professional topics and skills, and emerging practice questions. Learning experiences may be in the form of guided readings and discussion, directed projects, seminars, or community/clinical experience with focus on advanced supplemental or exploratory learning. Specific topics and formats will vary as they are generated by student interest and faculty expertise.

An approved Special Topics Proposal must be on file at the degree program office before the student begins coursework. Special Topics courses can be completed in either Session I or Session II (12-week course). Special Topics courses must finish at the end of the 15-week trimester. The student should discuss these course options with their Academic Advisor and indicate their selections on the proposal form.

NUR 7461 - DNP Indirect Care Role Practicum I

Hours: 4

The purpose of this practicum course is for the student to synthesize knowledge acquired in didactic courses into role specialty practice. This is a precepted experience with the student, the practicum instructor, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and role integration. In this experience, discussion board and reflective journals are used so that students reflect on their prior learning as they transition into their advanced nursing practice role. This course requires completion of 180 practicum hours.

NUR 7462 - DNP Indirect Care Role Practicum II

Hours: 4

The purpose of this practicum course is for the student to synthesize knowledge acquired in didactic courses into role specialty practice. This is the second precepted experience with the student, the practicum instructor, and the preceptor working together to provide opportunities for demonstration of synthesis of learning and role integration. In this experience reflective journals are used so that students reflect on their prior learning as they transition into their advanced nursing practice role. This course requires completion of 232 practicum hours.

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

Hours: 3

This course focuses on the 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. Students engage in statistical data analysis methods in preparation for the evaluation phase of their DNP project.
Prerequisite(s): IPE 7001, NUR 7050

NUR 7541 - PMHNP Role Practicum I Child & Adolescent Populations

Hours: 4

This course focuses on the clinical role of the psychiatric mental health advanced practice nurse and builds on previous coursework. Students precept for a minimum of 180 PMHNP direct clinical practice hours through the application of didactic coursework from Acute and Chronic Management of Child/Adolescent with Psychiatric Mental Health Conditions. This clinical practicum allows students to build skills in psychiatric assessment, diagnoses, differential diagnosis, psychopharmacologic and psychotherapy interventions, and interprofessional collaboration. Emphasis is on upholding ethical standards and cultural diversity inclusion, health promotion, disease prevention, and differential diagnosis in planning care for children, adolescents, and families.
Prerequisite(s): NUR 7310, NUR 7315, NUR 7330. The instructor or student may seek an exception to the prerequisities from the Program Director.

NUR 7542 - PMHNP Role Practicum II Adult and Older Adult Populations

Hours: 4

This course focuses on the clinical role of the psychiatric mental health advanced practice nurse and builds on previous coursework. Students precept for a minimum of

180 PMHNP direct clinical practice hours through application of didactic coursework from PMHMP: Acute and Chronic Management of the Adult and Older Adult with Psychiatric Mental Health Conditions. This clinical practicum allows students to build skills in psychiatric assessment, diagnoses, differential diagnosis, psychopharmacologic and psychotherapy interventions, and interprofessional collaboration. Emphasis is on upholding ethical standards and cultural diversity inclusion, health promotion, disease prevention, and differential diagnosis in planning care for adults and older adults.
Prerequisite(s): NUR 7310, NUR 7315, NUR 7330. The instructor or student may seek an exception to the prerequisities from the Program Director.

NUR 7543 - PMHNP Role Practicum III Diverse/Special Populations

Hours: 5

This course focuses on the role of the psychiatric mental health advanced practice nurse with an emphasis on diverse and special populations. This course builds on previous coursework as students demonstrate critical thinking, diagnostic reasoning, clinical judgment, theoretical underpinnings while applying scientific evidence-based theories, therapeutic concepts of communication, and screening tools. This course is a clinical practice-based practicum lead by expert clinical PMHNP faculty as students expand assessment skills; Diagnostic and Statistical Manual of Mental Disorders diagnostic reasoning; acute and chronic management, including psychopharmacology and psychotherapy; interprofessional collaboration; ethical standards and cultural diversity inclusion; health promotion; disease prevention; and differential diagnosis in planning care for diverse, special populations and specialty populations of the student's choice. Course requires 225 contact hours.
Prerequisite(s): NUR 7542. The instructor or student may seek an exception to the prerequisites from the Program Director.

NUR 7551 - AGNP Role Practicum I

Hours: 4

In this first of three clinical practicums for the Adult Gerontology Nurse Practitioner role specialty, students demonstrate beginning proficiency of assessment and management of common health/illness conditions of the adult/geriatric population including promotion and management of common chronic health problems with appropriate pharmacological interventions and patient education. Emphasis is placed on providing care in a multicultural, holistic environment including health promotion and illness prevention activities. This is a clinical residency under the supervision of a preceptor; course requires 180 contact hours.
Prerequisite(s): NUR 7210, NUR 7610, NUR 7610, and a minimum one year of practice as a registered nurse. The instructor or student may seek an exception to the prerequisites from the Program Director.

NUR 7552 - AGNP Role Practicum II

Hours: 4

This is the second of three clinical practicums and focuses on the role of the Adult Gerontology Nurse Practitioner in the *advanced beginner* stage of caring for patients in a primary care setting. A synthesis of theory and application of evidence-based knowledge are incorporated to provide comprehensive assessment and management of health promotion/disease prevention activities with appropriate pharmacological interventions and patient education. Both acute and chronic health conditions of the adult geriatric population are included. Emphasis is placed on the adult geriatric primary care of individuals and their families within a multicultural environment. Requires 180 contact hours as clinical residency under the supervision of a preceptor.
Prerequisite(s): NUR 7210, NUR 7235, NUR 7580, NUR 7610, NUR 7551, and a minimum of one year of practice as a registered nurse.

NUR 7553 - AGNP Role Practicum III

Hours: 5

This is the third and final practicum for the Adult Gerontology Nurse Practitioner role in which *role competence* should be displayed. A synthesis of theory and application of evidence-based knowledge are incorporated to provide comprehensive assessment and management of health promotion/disease prevention activities with appropriate pharmacological interventions and patient education. This includes a compliation of all concepts learned such as crisis intervention, acute and chronic illness, palliative care, and complex health conditions applied to the full spectrum of ages including adolescent, adult, old, young-old, middle-old, oldest-old and frail elderly populations. Emphasis is placed on the adult geriatric primary care of individuals and their families within a multicultural environment. Course requires 225 contact hours as a clinical residency under the supervision of a preceptor.
Prerequisite(s): NUR 7250, NUR 7552, and a minimum of one year of practice as a registered nurse.

NUR 7560 - Advanced Pharmacology

Hours: 3

Advanced practice nurses must be knowledgeable about pharmacotherapeutics and principles of safe prescribing. This is an online course that 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 lifespan. Factors influencing effective therapy and legal considerations are also included.

NUR 7570 - Primary Healthcare of the Family I

Hours: 3

This course provides in-depth exploration of healthcare issues specific to women and pediatric populations within the primary care setting. Students develop the comprehensive knowledge and skills essential for the formulation of differential diagnoses and management of acute and chronic conditions as well as for health promotion and disease prevention in women and children across the lifespan. The Family Nurse Practitioner (FNP) student applies role specialty competency-based learning through attendance at the required FNP Skills Intensive to progress to practicum.
Prerequisite(s): NUR 7560, NUR 7610

NUR 7571 - FNP Role Practicum I

Hours: 4

This course is the first in a series of three Family Nurse Practitioner (FNP) practicum courses. Students must demonstrate beginning proficiency in integrating theoretical and evidence-based, best practice knowledge of assessment, differential diagnosis, diagnosis, management, and evaluation of patients with acute and chronic health problems for the population of the family across the lifespan while demonstrating fiduciary stewardship in the delivery of quality care. FNP students demonstrate progressive synthesis and application of FNP role competencies, building on and translating concepts and skills derived from prerequisite courses. Students complete clinical hours in diverse primary care settings under the supervision of faculty and qualified preceptors.
Prerequisite(s): NUR 7560, NUR 7570, FNP Skills Intensive, NUR 7580, NUR 7610

NUR 7572 - FNP Role Practicum II

Hours: 4

This course builds on the advanced practice nursing concepts, skills, and role development of the family nurse practitioner (FNP) derived in NUR 7571 - FNP Role Practicum I. The student must demonstrate competency in integrating theoretical and evidence-based, best practice knowledge of assessment, differential diagnosis, diagnosis, management, and evaluation of patients with acute and chronic health problems for the population of the family across the lifespan while demonstrating fiduciary stewardship in the delivery of quality care. The FNP student must demonstrate progressive synthesis and application of FNP role competencies. Students complete clinical hours in diverse primary care settings under the supervision of faculty and qualified preceptors.
Prerequisite(s): NUR 7571

NUR 7573 - FNP Role Practicum III

Hours: 5

This cumulative course is the final in the series of three FNP practicum courses. Students demonstrate mastery of FNP role competencies by engaging in a comprehensive review and evaluation process. The FNP student must exhibit advancing synthesis and application of skills showcasing cumulative proficiency in managing increasingly complex acute and chronic health problems across the lifespan. Students complete clinical hours in diverse primary care settings under the supervision of faculty and qualified preceptors.
Prerequisite(s): NUR 7571, NUR 7572, NUR 7585

NUR 7574 - MSN Capstone

Hours: 1

This course is the culmination of the advanced practice role specialty of the MSN program. The course is designed to help the student prepare for the role of the advanced practice nurse. Exploration of the advanced practice role occurs as well as demonstration in achievement of program learning outcomes.
Prerequisite(s): NUR 7572

NUR 7575 - Primary Healthcare of the Family II

Hours: 3

This course is designed for the Family Nurse Practitioner (FNP) student, focusing on the assessment, diagnosis, management, and prevention of acute primary care conditions across the lifespan. Emphasizing clinical decision-making and evidence-based practice, students develop the comprehensive knowledge and skills essential for the formulation of differential diagnoses and management of acute primary care conditions. The course highlights care strategies, treatment protocols, and patient education to ensure safe, efficient, and cost-effective care.
Prerequisite(s): NUR 7560, NUR 7570, NUR 7580, NUR 7610

NUR 7576 - MSN-AGNP Capstone

Hours: 4

This course is the culmination of the advanced practice role specialty of the MSN-AGNP program. Demonstration of the role of the advanced practice AGNP role by implementing an MSN capstone project in a community-of- interest environment. Students create an e-portfolio to demonstrate acquisition of program learning core competency outcomes. This involves making an action out of knowledge, analysis,

reflection, judgement in the needs of population health, discovering evidence-based resolutions while interacting and creating a project aimed at improving overall holistic physical and mental health.
Prerequisite(s): NUR 7552 and NUR 7250

NUR 7577 - PMHNP MSN Capstone

Hours: 4

This course has two critical components: Preparation for specialty PMHNP certification and developing a culminating capstone showcasing knowledge of the principles of the PMHNP advanced practice nursing role through the creation of a quality improvement plan focusing on the needs, challenges, and benefits of an interprofessional approach to community-based care for diverse populations. Certification preparation is completed independently within the asynchronous classroom, whereas the MSN Capstone plan is a competency.
Prerequisite(s): NUR 7327, NUR 7543. The instructor or student may seek an exception to the prerequisites from the Program Director.

NUR 7580 - Advanced Health Assessment and Differential Diagnosis

Hours: 3

This course prepares advanced practice nurses to apply methods of advanced assessment in formulating differential diagnoses of acute and chronic conditions across the lifespan. Emphasis is on advanced physical assessment skills, risk assessment, diagnostic reasoning, and documentation.
Prerequisite(s): The FNP follows a specific sequence of classes described in the plan of study. Students should have successfully completed IPE 7001, IPE 7050, NUR 7610, and NUR 7161.

NUR 7585 - Primary Healthcare of the Family III

Hours: 3

This course provides an in-depth exploration of chronic primary care conditions across the lifespan, with emphasis on the care of older adults and mental health management. Family Nurse Practitioner (FNP) students develop the comprehensive knowledge and skills essential for the formulation of differential diagnoses, management, and prevention of chronic primary care conditions. Students learn to deliver evidence-based, safe, and cost-effective care in primary care settings, addressing the unique challenges of chronic care management and geriatric care and integrating mental health assessments and interventions.
Prerequisite(s): NUR 7560, NUR 7570, NUR 7580, NUR 7610

NUR 7610 - Advanced Physiology and Pathophysiology

Hours: 3

This course for advanced practice nursing students explores the study of physiology and pathophysiology. Emphasis includes understanding and identifying diseases by examining alterations in common physiological conditions across the lifespan. This course equips advanced practice nurses with the requisite knowledge and skills necessary for accurate disease diagnosis and management through an in-depth exploration of pathophysiologic processes, cellular changes, and systemic manifestations.

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** This course is the first in a series of Doctor of Nursing Practice (DNP) practicum courses. Graduates of the DNP program are leaders in translating evidence into practice through system-focused change, evidence-based quality improvement, policy, and/or program evaluation. Students demonstrate proficiency in connecting knowledge from didactic courses to integrate critical analysis and synthesis of scientific evidence for application to practice. This includes problem identification, synthesis of the literature and evidence, and construction of a strategy to address the problem. The precepted experience promotes collaboration between the student, practicum faculty, and preceptor, offering opportunities to synthesize learning, complete practicum hours, and secure acceptance of the DNP scholarly project proposal.

NUR 7802 - DNP Practicum II

Hours: 3**-7** This course is the final in a series of Doctor of Nursing Practice (DNP) practicum courses. Graduates of the DNP program are leaders in translating evidence

into practice through system-focused change, evidence-based quality improvement, policy, and/or program evaluation. Students must demonstrate advanced competency through the evaluation of outcomes and dissemination of the completed DNP scholarly project. This precepted experience involves collaboration between the student, practicum faculty, and preceptor to provide opportunities for demonstrating synthesis of learning, completion of all remaining practicum hours, and dissemination and publication of the DNP scholarly project manuscript. An electronic professional portfolio documents progress across the plan of study toward achievement of the program learning outcomes.

NUR 7803 - DNP Practicum III

Hours: 4**-8** This course is the final in a series of Doctor of Nursing Practice (DNP) practicum courses. Graduates of the DNP program are leaders in translating evidence into practice through system-focused change, evidence-based quality improvement, policy, and/or program evaluation. Students must demonstrate advanced competency through the evaluation of outcomes and dissemination of the completed DNP scholarly project. This precepted experience involves collaboration between the student, practicum faculty, and preceptor to provide opportunities for demonstrating synthesis of learning, completion of all remaining practicum hours, and dissemination and publication of the DNP scholarly project manuscript. An electronic professional portfolio documents progress across the plan of study toward achievement of the program learning outcomes.

Occupational Therapy

OCT 5130C - Skills and Techniques for Client Care Management

Hours: 3

Introduces foundational skills and techniques used in occupational therapy practice. These include infection control principles, assessment of vital signs, body mechanics, functional and community mobility, and the use of assistive devices. Students incorporate the use of therapeutic touch, communication, and interprofessional collaboration. Skills and techniques developed throughout this course are intended to enhance client engagement in occupation.
Prerequisite(s): OCT 5135C

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 role of body functions and structures in occupational performance.

OCT 5136 - Evidence-Informed Practice: Research Fundamentals

Hours: 2

This course familiarizes students with the research processes used in health science disciplines. Students in this course 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 are explored. Interprofessional collaboration is introduced and applied to evidence-informed research and practice.

OCT 5140 - Domain of Occupational Therapy

Hours: 3

In this course students examine the historical foundation and philosophical base of occupational therapy. Course content introduces the profession's core values and code of ethics. Students examine the Occupational Practice Framework with a focus on occupations, client factors, performance skills, and the influences and effects that environment, context, and performance patterns have on persons, groups, and populations. Students also explore the importance of lifelong learning in developing professional behavior and communication skills.

OCT 5146 - Occupational Engagement and Theories of Practice

Hours: 3

This course introduces theories, models, and frames of reference that influence practice in various settings across the lifespan. Typical occupational activities that individuals and groups engage in throughout the lifespan are viewed through a theoretical lens.

OCT 5210 - Scholarly Design

Hours: 2

This course focuses on the development of writing and reasoning skills related to research planning and design. Student skills progress through an evaluation of existing research and designing a sound research plan.
Prerequisite(s): OCT 5136

OCT 5217C - Human Movement for Occupational Performance

Hours: 3

Focuses on foundational knowledge regarding kinesiology and movement task analysis. Presentation of historical and contemporary motor control theories to synthesize how occupation-based treatment is influenced and supported by motor control principles.
Prerequisite(s): OCT 5135C

OCT 5225C - Process of Occupational Therapy

Hours: 4

Examines the Occupational Practice Framework with emphasis on the components of evaluation, intervention, and target outcomes. Explores the service-delivery settings, frames of reference, and models that guide occupational therapy treatment. Explores various professions that work on health care teams with occupational therapists. Ethical considerations regarding treatment and documentation within the health care system are explored. An experiential lab component integrating foundational concepts is included.
Prerequisite(s): 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.

OCT 5232C - Clinical Neuroscience Applied to Occupation

Hours: 4

This course focuses on foundations of neuroanatomy and neuropathology, as well as function and assessment of the neurological system underlying physical, psychological, cognitive, and visual perceptual disorders. Student learning includes how specific neurological pathologies impact human occupations across lifespan.
Prerequisite(s): 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.
Prerequisite(s): OCT 5217C; OCT 5230C

OCT 5335C - Clinical Applications in Mental Health Settings

Hours: 5

The course prepares students to critically appraise and deliver occupational therapy services in mental health practice settings with the goal of facilitating the recovery process for individuals, groups, and populations who are labeled with or at risk of experiencing mental illness across the lifespan. Trauma-informed care perspectives are presented as foundational elements that inform mental health practice across settings and populations. Students integrate opportunities for developing reflective practice skills, therapeutic use of self, and advocacy, while considering the impact of sanism and stigma in mental health practice. Level I fieldwork experiences enable students to observe, integrate, and apply concepts of the course in clinical situations.
Prerequisite(s): OCT 5146, OCT 5225C, OCT 5230C, OCT 5232C

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(s): OCT 5210

OCT 5355C - Clinical Applications in Pediatrics/Adolescence

Hours: 5

Presents the theory and rationale of competency-based assessments and interventions for physical, developmental, sensory integrative, perceptual/cognitive, and psychosocial dysfunctions as 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.
Prerequisite(s): OCT 5146; OCT 5217C; OCT 5225C; OCT 5230C OCT 5232C

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(s): OCT 5225C, OCT 5230C

OCT 5410C - Clinical Applications in Adulthood

Hours: 5

Presents the theory and rationale of evidence-based assessment and intervention for physical, developmental, sensory, perceptual/cognitive, psychosocial, and neurological dysfunctions as they apply to middle lifespan. Fieldwork Level I experiences will integrate course content and clinical application.
Prerequisite(s): OCT 5146, OCT 5217C, OCT 5225C, OCT 5230C, OCT 5232C

OCT 5425C - Clinical Applications in Older Adults

Hours: 5

Presents the theory, rationale, and evidence supporting assessments and interventions with aging adults, including sensory, physical, perceptual/cognitive, and psychosocial dysfunctions as they apply to late lifespan. Fieldwork Level I experiences integrate course content with clinical application.
Prerequisite(s): OCT 5146, OCT 5217C, OCT 5225C, OCT 5230C, OCT 5232C

OCT 5430 - Scholarly Application

Hours: 2

This course integrates clinical reasoning, evidence-based inquiry, and critical thinking to analyze professional issues and current trends in healthcare. The content of this course also includes the creation of plans for professional development, emphasizing leadership within the varied roles of the occupational therapy practitioner. Students utilize scholarly skills to identify problems and develop solutions for individuals, populations, or societal

needs.
Prerequisite(s): 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.
Prerequisite(s): OCT 5135C; OCT 5217C; OCT 5230C

OCT 5470 - Administration and Management in Occupational Therapy

Hours: 3

The application of managerial and administrative principles to rehabilitation services within a changing health care environment and the impact upon the delivery of services in a variety of practice settings. Primary topics addressed include organizational and legal structures, supervision and management, quality assurance, fiscal management, human resources, collaboration, and team functions, and marketing.
Prerequisite(s): 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(s): All courses in previous terms. 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(s): All courses in previous terms. 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(s): OCT 5510 Corequisite: OCT 5660

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(s): OCT 5550 Corequisite: OCT 5625 or OCT 6640

OCT 6310 - Foundations of the OTD Capstone

Hours: 1

Students establish the foundation for the capstone process by exploring occupational therapy trends in various practice settings, social determinants of health, social-political climates, and its effect on occupational and social justice within persons, groups, and populations. Students begin examining literature to understand the occupational needs of persons, groups, and populations of interest to develop a problem, purpose, and significance for the capstone project.

OCT 6420 - Capstone Process

Hours: 1

Students examine various theoretical frameworks to identify a theory-driven approach to the capstone process. Utilizing literature and theory, students develop the introduction and literature review for the capstone project paper based on critical analysis and synthesizes of the literature. Students establish a list of potential mentors for their capstone topic.

OCT 6530 - Capstone Methodology

Hours: 1

Building on the established capstone project premise, students outline the capstone project timeline and objectives to develop the capstone paper methodology. In preparation for the capstone project and experience, students understand ethical considerations that can impact the capstone project and establish a capstone experiential site and finalize mentorship.
Prerequisite(s): OCT 6420

OCT 6640 - Capstone Progress and Review

Hours: 1

In preparation for the capstone project and experience, finalize mentorship, check in on an established capstone experiential site, and begin developing an evidence-based proposal to be presented during Capstone Project, which integrates ethical considerations, clinical knowledge, and theoretical reasoning.
Prerequisite(s): OCT 6530

OCT 6700 - Capstone Project

Hours: 2

The student develops their plan (objectives, actions, responsibilities and performance outcomes) and background information to develop and document advanced skills, and a scholarly basis for their Capstone Experience, in one of the following areas: administration, leadership, program and policy development, advocacy, and the role of OT in emerging areas of practice. The objectives, schedule of deliverables to match objectives, and IRB approval if needed, will be approved by the Doctoral Coordinator and as needed by other mentors/supervisors.
Prerequisite(s): OCT 5660

OCT 6720 - Leadership and Advocacy

Hours: 3

Provides students with the opportunity to apply leadership strategies needed to shape the role of occupational therapy in our national health care delivery system. Reflection, critique and self-directed learning are used to enhance student's leadership skills. Principles and importance of advocacy are presented as essential for individual and professional growth.
Prerequisite(s): 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(s): 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.
Prerequisite(s): OCT 5660

OCT 6832 - Capstone Experience 2

Hours: 12

Students complete the in-depth experience initiated in OCT 6731 in their focused area of study. The capstone experience is consistent with the objectives of the student's capstone project and provides the application piece of the capstone project in order to enhance the field of occupational therapy. Students are expected to disseminate the capstone experience in a manner appropriate to their project focus. A formal evaluation of the student's performance is conducted at the end of the Capstone Experience 2 course.
Prerequisite(s): OCT 6731

OCT 7200 - Reflective Practice

Hours: 3

The Reflective Practice course challenges students to broaden and deepen their knowledge and understanding of the value of occupational therapy in today's changing world. This course encompasses the students' professional practice in a holistic manner that includes any facet or role in their lives affecting their performance as occupational therapists. Students use self-reflection and evidence to identify strategies to improve their occupational therapy practice as well as use reflective self-assessment to create a professional growth plan.

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(s): IPE 7001

OCT 7470 - Clinical Integration I

Hours: 7

Clinical Integration I offers the occupational therapist the opportunity to link academic learning of evidence-based practice to professional settings, groups, or issues of relevance to occupational therapy. Students broaden and deepen knowledge of occupational therapy theory and skills for application into practice.
Prerequisite(s): This course is available only to students entering the PPOTD program with a bachelor's degree.

OCT 7471 - Clinical Integration II

Hours: 8

Clinical Integration II offers the occupational therapist the opportunity to further link academic learning of evidence-based practice to professional settings, groups, or issues of relevance to occupational therapy. Students broaden and deepen knowledge of occupational therapy theory and skills for application into practice. Students reflect on the integration of past experience and new learning to personal and professional development.
Prerequisite(s): OCT 7470

OCT 7495 - The Science of Occupation

Hours: 3

The Science of Occupation course guides students to analyze the theoretical concepts, frames of reference, occupation-based models, and terminology of occupational science. Students apply concepts of client-centeredness, population groups, and systems thinking to ground occupation with practice. The course facilitates higher-level thinking about occupation-based research and its relationship to the student's scholarly project development and scholarly agenda.

OCT 7496 - Capstone I: Project Proposal and Preparation

Hours: 3

Capstone I: Project Proposal and Preparation sets the groundwork for the PPOTD capstone project. With the support of a capstone advisor, students independently investigate, appraise, and synthesize the literature relevant to an identified gap, need, or problem relevant to occupational therapy. Students interpret this review to inform and create a scholarly project proposal.
Prerequisite(s): Completion of all core and elective PPOTD coursework. A student may take a course with Capstone I with program director approval.

OCT 7499 - Capstone II: Project Implementation and Dissemination

Hours: 3

Capstone II: Project Implementation and Dissemination is the final course of the PPOTD program and completes the two-course series for the PPOTD capstone. With the support of a capstone advisor, students independently synthesize and integrate knowledge and skills at the post-graduate level to develop, implement, and evaluate a culminating scholarly project designed in the Capstone I proposal. Students report the capstone in a publication-ready manuscript, disseminate outcomes, and orally defend the project. Students reflect on their mastery of skills across the PPOTD program.
Prerequisite(s): OCT 7496

Physical Therapy

PHT 5117C - Integrated Foundational Sciences

Hours: 6

This course provides foundational knowledge of the development and integration of the anatomy, physiology, and biomechanics required for optimal human movement and function. This includes the interactions of cardiovascular, pulmonary, neurological,

musculoskeletal, endocrine, gastrointestinal, genitourinary, reproductive, hematologic, lymphatic, immunologic, and integumentary systems and their influence on human movement and function.
Offered: Residential Subterm D; Flex Subterm D

PHT 5121C - Gross Anatomy I

Hours: 4

The course covers fundamentals of the structure, function, and inter-relationship of major body systems and regions (upper extremity, spine, and thorax).

PHT 5125C - Applied Anatomy I

Hours: 1

In this course students apply knowledge of human body structure and function to develop and apply basic therapy assessment skills for the upper extremities, thorax, head, and cervical spine.

PHT 5128 - Teaching and Learning in Physical Therapy

Hours: 1

This course is designed to progress the student along the continuum of professional development while transitioning the student to an adult learner and an educator. Strategies for learning, teaching, communication, problem solving, critical thinking, creative thinking, and self-assessment will be presented.
Offered: Residential Subterm D; Flex Subterm D

PHT 5130C - Patient Care Management I

Hours: 3

Introduces basic patient management skills including infection control principles, posture and body mechanics, assessment of vital signs, positioning and bed mobility, wheelchair fit and mobility, transfer techniques, and functional mobility/gait training with assistive devices. Students will develop initial skills in therapeutic touch, communication, and interprofessional collaboration.

PHT 5139 - Fundamentals of Physical Therapy

Hours: 2

This course presents contemporary physical therapy language, frameworks, and evidence to guide the management of patient care. The main components of physical

therapy practice and management are presented including examination, evaluation, intervention, diagnosis, prognosis, and outcomes. Interprofessional collaborative practice will be introduced.
Offered: Residential Subterm D; Flex Subterm E
Prerequisite(s): Residential none; Flex PHT 5117C, PHT 5128

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 5151 - Societal Health & Healthcare Systems

Hours: 1

This course introduces the structures of the healthcare system and society and their influence on population health locally, regionally, and globally. Theories and models of social determinants of health are discussed along with population health priorities and initiatives to promote health equity in physical therapy.
Offered: Subterm E
Prerequisite(s): Residential None; Flex PHT 5203, PHT 5228

PHT 5155 - Physical Therapist Practice I

Hours: 3

This course examines the history, practice, and profession of physical therapy across the health care delivery system. Topics include professional behaviors, cultural competence, communication and interpersonal skills, professional association, legal and ethical issues, and documentation.

PHT 5156 - Evidence-Informed Practice

Hours: 2

This course familiarizes students with the research processes used in physical therapy. Students learn to become critical consumers of research by evaluating research methodologies, designs, and analyses. Students explore ethical issues and integration of research principles into evidence-based clinical practice.
Offered: Residential Subterm E; Flex Subterm D
Prerequisite(s): Residential PHT 5117C, PHT 5128, PHT 5139; Flex PHT 5151, PHT 5249C, PHT 5237, PHT 5211C, PHT 5259, PHT 5264C

PHT 5159 - Professional Formation IA

Hours: 1

This course provides opportunities for students to develop the practical skills required for graduates to participate fully in professional life as a physical therapist. Students focus on the early development of skills in interprofessional collaboration, leadership, professional ethics, licensure, and scope of practice. The course also introduces the requirements of proper documentation in physical therapy practice.
Offered: Flex Term A

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 5161 - Professional Formation I

Hours: 2

This course provides opportunities for students to develop the practical skills required for graduates to participate fully in professional life as a physical therapist. Students focus on the early development of skills in interprofessional collaboration, leadership, professional ethics, licensure, and scope of practice. The course also introduces the requirements of proper documentation in physical therapy practice.
Offered: Term A

PHT 5162C - Health Promotion, Fitness, and Wellness

Hours: 2

This course focuses on the foundational clinical skills required to select, perform, and interpret tests and measures in basic health, wellness, and fitness as well as to develop plans to address these areas across the lifespan. The physical therapist role in transforming society through health, fitness, and wellness is discussed.
Offered: Residential Term A; Flex Term A

PHT 5164C - Integrated Clinical Lab I X

Hours: 1

This course integrates and applies the concepts presented in all concurrent coursework, utilizing case-based scenarios in a hands-on environment. The learning

activities focus on communication strategies, participation screening, tests and measures for healthy individuals, and exercise prescription for the promotion of health and wellness across the lifespan. Students participate in a clinically-based community learning activity that integrates learning during a patient/client experience.
Offered: Flex Term A

PHT 5166C - Integrated Clinical Lab I

Hours: 2

This course integrates and applies the concepts presented in all concurrent coursework utilizing case-based scenarios in a hands-on environment. The learning activities focus on communication strategies, participation screening, tests & measures for healthy individuals, and exercise prescription for the promotion of health and wellness across the lifespan. Students participate in a clinically-based community learning activity that integrates learning during a patient/client experience.
Offered: Residential Term A

PHT 5203 - Clinical Reasoning and Communication

Hours: 1

This course provides foundational knowledge of critical thinking, problem solving, and clinical reasoning. The International Classification of Functioning, Disability, and Health (ICF) model is utilized as the framework for decision making within physical therapy scenarios. Communication strategies that enhance critical thinking and clinical reasoning and promote effective therapeutic alliance are presented/addressed.
Offered: Subterm D
Prerequisite(s): Residential PHT 5151, PHT 5156, PHT 5161, PHT 5162C, PHT 5166C; Flex PHT 5139, PHT 5159, PHT 5162C, PHT 5164C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5211C - Patient Examination I

Hours: 2

This course presents general examination principles with an emphasis on tests and measures utilized in physical therapy practice. The patient/client management model is incorporated into the examination process for accurate performance and interpretation of tests and measures.
Offered: Residential Subterm D; Flex Term A
Prerequisite(s): Residential PHT 5151, PHT 5156, PHT 5161, PHT 5162C, PHT 5166C; Flex PHT 5139, PHT 5159, PHT 5162C, PHT 5164C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5216 - Biophysical Agents

Hours: 1

This course focuses on theory and decision-making for the application of physical, mechanical, and electrical modalities using contemporary evidence. Emphasis is placed on the considerations for appropriate and safe use of biophysical agents in physical therapy practice. Electromyographic and nerve conduction velocity testing are introduced.
Offered: Subtem D
Prerequisite(s): Residential PHT 5151, PHT 5156, PHT 5161, PHT 5162C, PHT 5166C; Flex PHT 5222C, PHT 5244, PHT 5247, PHT 5262, PHT 5341C, PHT 5364C

Students must successfully complete the courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

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(s): PHT 5121C

PHT 5222C - Patient Examination II

Hours: 2

This course expands on the information from Patient Examination I to apply elements of the patient examination across the lifespan and in a variety of clinical environments. Students learn to adapt, perform, and interpret appropriate tests and measures in acute care, intensive care units, home health, and long-term care hospitals. A lifespan approach is utilized throughout the course and in the various practice settings. Communication strategies for various practice settings are emphasized.
Offered: Residential Subterm E; Flex Term A
Prerequisite(s): Residential PHT 5203, PHT 5211C, PHT 5216, PHT 5228, PHT 5237; Flex PHT 5151, PHT 5211C, PHT 5237, PHT 5249C, PHT 5259, PHT 5264C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

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(s): PHT 5125C

PHT 5228 - Science of Movement

Hours: 2

In this course students develop the process for analyzing typical movement to be able to identify impairments associated with activity limitations and participation restrictions. Functional tasks, including gait, are also explored. The principles of motor development, learning, and control are applied to examination and treatment.
Offered: Subterm D
Prerequisite(s): Residential PHT 5151, PHT 5156, PHT 5161, PHT 5162C, PHT 5166C; Flex PHT 5139, PHT 5159, PHT 5162C, PHT 5164C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

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.
Prerequisite(s): PHT 5121C; PHT 5125C

PHT 5237 - Medical Screening & Pathology I

Hours: 2

This course provides foundational knowledge of pathologies that impact human movement/function with emphasis on the neurological, musculoskeletal, gastrointestinal, hepatic, and biliary systems. Psychosocial considerations and pain neurophysiological sciences are introduced and integrated into the system pathologies. Medical screening and pharmacological management are discussed within the presentation of each system.
Offered: Residential Subterm D; Flex Term A

Prerequisite(s): Residential PHT 5151, PHT 5156, PHT 5161, PHT 5162C, PHT 5166C; Flex PHT 5139, PHT 5159, PHT 5162C, PHT 5164C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

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(s): PHT 5121C

PHT 5244 - Innovation and Technology

Hours: 1

This course introduces various levels of technology in rehabilitation, including evaluation, intervention, and remote patient monitoring. Students develop strategies to problem solve and apply innovative solutions to identify applicable use of technology for patient scenarios.
Offered: Subterm E
Prerequisite(s): Residential PHT 5203, PHT 5211C, PHT 5216, PHT 5228, PHT 5237; Flex PHT 5156, PHT 5322C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

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(s): PHT 5121C; PHT 5125C; PHT 5130C; PHT 5150

PHT 5247 - Medical Screening & Pathology II

Hours: 2

This course provides foundational knowledge of pathologies that impact human movement/function with emphasis on the cardiovascular, pulmonary, hematological,

urogenital, endocrine and metabolic, and immune systems. The implications of pain neurophysiological sciences are applied to different pathologies. Various oncologic conditions and the resultant sequelae are considered. Medical screening, imaging, and pharmacological management are discussed within the presentation of each system.
Offered: Residential Subterm E; Flex Subterm A
Prerequisite(s): Residential PHT 5203, PHT 5211C, PHT 5216, PHT 5228, PHT 5237; Flex PHT 5151, PHT 5222C, PHT 5237, PHT 5249C, PHT 5262, PHT 5264C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5249C - Exercise Science and Prescription

Hours: 3

This course applies exercise physiology concepts to develop exercise programs for individuals to support movement and function across the lifespan. Emphasis is placed on exercise prescription to address impairments and limitations in cardiorespiratory fitness, muscle performance, flexibility, neuromotor control, gait, and balance.
Offered: Subterm E
Prerequisite(s): Residential PHT 5203, PHT 5211C, PHT 5216, PHT 5228, PHT 5237; Flex PHT 5203, PHT 5228

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

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(s): PHT 5121C; PHT 5125C

PHT 5251C - Foundations of Musculoskeletal Care

Hours: 4

This course covers the foundational principles of clinical reasoning and physical therapy care of individuals with a musculoskeletal condition per the Patient Client Management Model from the Guide to Physical Therapy Practice and the International Classification of Functioning, Disability, and Health (ICF) framework.
Prerequisite(s): PHT 5121C; PHT 5125C

PHT 5259 - Professional Formation IB

Hours: 1

This course expands on the topics covered in Professional Formation IA to continue the early development of practical skills needed for full participation in professional life. Emphasis is placed on emotional intelligence and introduction to documentation within physical therapy practice.

Professional formation seminar is a required component of each professional formation course, providing time for discussion, expansion of exposure, and engagement in topics of professionalism in physical therapist practice. It is intended to provide exposure to outside experts and provide time for additional development of professional interaction skills. Participation is a professional expectation of the program and required for graduation.
Offered: Flex Term A
Prerequisite(s): Flex PHT 5139, PHT 5159, PHT 5162C, PHT 5164C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5262 - Professional Formation II

Hours: 1

This course provides opportunities for exploration of significant issues in physical therapy and healthcare and builds on the practical skills needed by graduates for full participation in professional life as introduced in Professional Formation I (or Professional Formation IA and IB). Acquisition of skills and knowledge in the focused areas of interprofessional collaboration, leadership, professional ethics, licensure, and scope of practice are documented in a professional portfolio.

Professional formation seminar is a required component of each professional formation course, providing time for discussion, expansion of exposure, and engagement in topics of professionalism in Physical Therapist practice. It is intended to provide exposure to outside experts and provide time for additional development of professional interaction skills. Participation is a professional expectation of the program required for graduation.
Offered: Term A
Prerequisite(s): Residential PHT 5151, PHT 5156, PHT 5161, PHT 5162C, PHT 5166C; Flex PHT 5151, PHT 5211C, PHT 5237, PHT 5249C, PHT 5259, PHT 5264C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5264C - Integrated Clinical Lab II X

Hours: 2

This course integrates the concepts presented in all simultaneous coursework utilizing cases in a hands-on environment with emphasis on social determinants of health. The learning activities focus on the patient examination process using the patient management model. Movement and task analysis are incorporated into the examination process. Exercise principles are applied to treatment plans for exercise-based programs. Students participate in a clinically-based community learning activity that integrates prior learning during a patient/client experience.
Offered: Flex Term A
Prerequisite(s): Flex PHT 5139, PHT 5159, PHT 5162C, PHT 5164C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5266C - Integrated Clinical Lab II

Hours: 2

This course integrates the concepts presented in all simultaneous coursework utilizing cases in a hands-on environment. The learning activities focus on the patient examination process using the patient management model. Movement and task analysis are incorporated into the examination process. Exercise principles are applied to treatment plans for exercise-based programs. Students participate in a clinically-based community learning activity that integrates prior learning during a patient/client experience.
Offered: Residential Subterm A
Prerequisite(s): Residential PHT 5151, PHT 5156, PHT 5161, PHT 5162C, PHT 5166C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5302C - Neuromuscular II

Hours: 2

This course provides the learner with clinical knowledge and skills in intervention and reassessment of outcomes for diverse patient/client populations with neuromuscular conditions emphasizing deficits of the cerebral cortex, basal ganglia, cerebellum, and demyelination of the central and peripheral nervous systems in a variety of practice settings. The neuropathology, development of interventions, and reexamination for each impairment and functional task is emphasized. The Physical Therapist Practice: Management Process from the Guide to Physical Therapy Practice and the International

Classification of Function, Disability, and Health (ICF) Framework are utilized as a basis for examination, evaluation, diagnosis, prognosis, management—including specific interventions and outcome assessment. Students synthesize the concepts of clinical reasoning and clinical decision-making while incorporating evidence-based practice principles. The learner refines their ability to screen for conditions that may warrant a referral to other health care practitioners.
Offered: Subterm E
Prerequisite(s): Residential PHT 5311C, PHT 5321C, PHT 5332C; Flex PHT 5216, PHT 5311C, PHT 5321C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5303 - Integumentary

Hours: 1

This course applies knowledge of anatomy, physiology, and pathophysiology to the examination, evaluation, and delivery of interventions for patients with integumentary and lymphatic pathologies.
Offered: Term A
Prerequisite(s): Residential PHT 5222C, PHT 5244, PHT 5247, PHT 5249C, PHT 5262, PHT 5266C; Flex PHT 5302C, PHT 5322C, PHT 5342, PHT 5467C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 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(s): PHT 5121C

PHT 5311C - Neuromuscular I

Hours: 2

This course provides the learner with clinical knowledge and skills in general examination, evaluation, diagnosis, prognosis, and assessment of outcomes for diverse patient/client populations with neuromuscular conditions emphasizing deficits of the cerebral cortex, basal ganglia, cerebellum, and demyelination of the central and peripheral nervous systems in a variety of practice settings. Knowledge and implications

of the pathological effects of central and peripheral nervous system disease and injury are reviewed for interpretation of findings. Principles of neuroplasticity and clinical decision-making models are introduced to inform plan of care development including appropriate goal setting and interventions frameworks in these patient populations. The Physical Therapist Practice: Management Process from the Guide to Physical Therapy Practice and the International Classification of Function, Disability, and Health (ICF) Framework are utilized as a basis for examination, evaluation, diagnosis, prognosis, management, and outcome assessment. Students synthesize the concepts of clinical reasoning and clinical decision-making while incorporating evidence-based practice principles. The learner refines their ability to screen for conditions that may warrant a referral to other healthcare practitioners.
Offered: Subterm D
Prerequisite(s): Residential: PHT 5222C, PHT 5244, PHT 5247, PHT 5249C, PHT 5262, PHT 5266C; Flex PHT 5222C, PHT 5244, PHT 5247, PHT 5262, PHT 5341C, PHT 5364C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

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(s): PHT 5150; PHT 5230C

PHT 5321C - Musculoskeletal I

Hours: 2

This course provides the learner with clinical knowledge and skills in examination, evaluation, diagnosis, prognosis, intervention, and assessment of outcomes for diverse patient/client populations with musculoskeletal conditions (both surgical and non-surgical) of the upper half of the body in a variety of practice settings. The Patient Client Management Model from the Guide to Physical Therapy Practice and the International Classification of Function, Disability, and Health (ICF) Framework are utilized as a basis for examination, evaluation, diagnosis, prognosis, management, and outcome assessment. This course further promotes development of knowledge in differentiating musculoskeletal conditions in the craniomandibular, cervicothoracic spine, and rib cage. Students synthesize the concepts of clinical reasoning and clinical decision-making while incorporating evidence-based practice principles. The learner refines their ability to

differentially diagnose and screen for conditions that may warrant a referral to other healthcare practitioners.
Offered: Subterm D
Prerequisite(s): Residential PHT 5222C, PHT 5244, PHT 5247, PHT 5249C, PHT 5262, PHT 5266C; Flex PHT 5222C, PHT 5244, PHT 5247, PHT 5262, PHT 5341C PHT 5364C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5322C - Musculoskeletal II

Hours: 2

This course provides the learner with clinical knowledge and skills in examination, evaluation, diagnosis, prognosis, intervention, and assessment of outcomes for diverse patient/client populations with musculoskeletal conditions (both surgical and non-surgical) of the upper half of the body in a variety of practice settings. The Patient Client Management Model from the Guide to Physical Therapy Practice and the International Classification of Function, Disability, and Health (ICF) Framework are utilized as a basis for examination, evaluation, diagnosis, prognosis, management, and outcome assessment. This course further promotes development of knowledge in differentiating musculoskeletal conditions in the shoulder, elbow, wrist, and hand. Students synthesize the concepts of clinical reasoning and clinical decision-making while incorporating evidence-based practice principles. The learner refines their ability to differentially diagnose and screen for conditions that may warrant a referral to other healthcare practitioners.
Offered: Subterm E
Prerequisite(s): Residential PHT 5311C, PHT 5321C, PHT 5332C; Flex PHT 5216, PHT 5311C, PHT 5321C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5332C - Cardiovascular and Pulmonary I

Hours: 2

This course builds on foundational knowledge of anatomy, physiology, and exercise science toward developing competencies for the essential knowledge and skills required of physical therapists within the prevention and management of common cardiac and vascular conditions across the continuum of care. Emphasis is placed on the components of physical therapy practice—screening, examination, evaluation, diagnosis, prognosis, development of a plan of care, intervention, and evaluation of outcomes. Course material is integrated in patient case studies and simulation

experiences.
Offered: Subterm D
Prerequisite(s): Residential PHT 5222C, PHT 5244, PHT 5247, PHT 5249C, PHT 5262, PHT 5266C; Flex PHT 5151, PHT 5211C, PHT 5237, PHT 5249C, PHT 5259, PHT 5264C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5341C - Cardiovascular & Pulmonary II

Hours: 2

This course builds on foundational knowledge of anatomy, physiology, exercise science, and Cardiovascular and Pulmonary I toward developing competencies for the essential knowledge and skills required of physical therapists within the prevention and management of common respiratory conditions across the continuum of care. Emphasis is placed on the components of physical therapy practice—screening, examination, evaluation, diagnosis, prognosis, development of a plan of care, intervention, and evaluation of outcomes. Course material is integrated in patient case studies and simulation experiences that integrate cardiac, vascular, and respiratory conditions.
Offered: Subterm E
Prerequisite(s): Residential PHT 5311C, PHT 5321C, PHT 5332C; Flex PHT 5156, PHT 5332C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5342 - Clinical Reasoning & Decision Making I

Hours: 1

This course builds upon the clinical reasoning process to enhance critical thinking and clinical decision-making. The course incorporates evidence-based practice, knowledge for physical therapist practice, and clinical skills while considering patient perspective and values into the reasoning process. Cases from multiple systems are utilized to provide clinical relevance for decision-making. Reflection in action, on action, for action are utilized.
Offered: Term A
Prerequisite(s): Residential PHT 5222C, PHT 5244, PHT 5247, PHT 5249C, PHT 5262, PHT 5266C; Flex PHT 5222C, PHT 5244, PHT 5247, PHT 5262, PHT 5341C, PHT 5364C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

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(s): 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.
Prerequisite(s): PHT 5220C; PHT 5226C; PHT 5245C; PHT 5250C

PHT 5351C - Physical Therapy Management of Musculoskeletal Disorders I

Hours: 4

This course provides the learner with clinical knowledge and skills in examination, evaluation, diagnosis, prognosis, intervention, and assessment of outcomes for diverse patient/client populations with musculoskeletal conditions (both surgical and nonsurgical) of the upper half of the body in a variety of practice settings. The Patient Client Management Model from the Guide to Physical Therapy Practice and the International Classification of Function, Disability, and Health (ICF) framework are utilized as a basis for examination, evaluation, diagnosis, prognosis, management, and outcome assessment. This course further promotes development of knowledge in differentiating musculoskeletal conditions in the craniomandibular and cervicothoracic spine, shoulder, elbow, wrist, and hand. Students synthesize the concepts of clinical reasoning and clinical decision-making while incorporating evidence-based practice principles. The learner refines the ability to differentially diagnose and screen for conditions that may warrant a referral to other healthcare practitioners.
Prerequisite(s): PHT 5251C, PHT 5220C, PHT 5226C, PHT 5245C

PHT 5360C - Differential Diagnosis

Hours: 2

The course introduces clinical reasoning as it relates to patient screening and differential diagnosis within the patient/client management model. Focus is on specific tools and a systematic process for identifying potential flags that could signal specific diseases and syndromes and the need for referral and communication with other healthcare providers.
Prerequisite(s): PHT 5121C; PHT 5150; PHT 5220C

PHT 5363 - Professional Formation III

Hours: 1

The core values of professionalism will be expanded on to emphasize the importance of patient advocacy and ethical and legal responsibilities of documentation, as mechanisms for allowing practice at the top of the physical therapist license. Communication skills are cultivated to improve successful interactions with legislators, payors, and other healthcare professionals. Professional formation seminar is a required component of each professional formation course, providing time for discussion, expansion of exposure, and engagement in topics of professionalism in Physical Therapist practice. It is intended to provide exposure to outside experts and provide time for additional development of professional interaction skills. Participation is a professional expectation of the program, required for graduation.
Offered: Term A
Prerequisite(s): Residential PHT 5222C, PHT 5244, PHT 5247, PHT 5249C, PHT 5262, PHT 5266C; Flex PHT 5302C, PHT 5322C, PHT 5342, PHT 5467C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5364C - Integrated Clinical Lab III X

Hours: 2

This course integrates the concepts presented in all simultaneous coursework, utilizing cases in a hands-on environment. The learning activities focus on examinations and interventions for the patient with multisystem involvement with emphasis on the cardiovascular system in a variety of practice settings. Students are expected to integrate their knowledge and skills from previous courses when engaging in the patient/client examination, evaluation, diagnosis, prognosis, plan of care, and intervention strategies consistent with evidence-based clinical decision making. Students participate in a clinically-based community learning activity that integrates prior learning during a patient/client experience.
Offered: Flex Term A

Prerequisite(s): Flex PHT 5151, PHT 5211C, PHT 5237, PHT 5249C, PHT 5259, PHT 5264C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5366C - Integrated Clinical Lab III

Hours: 2

This course integrates the concepts presented in all simultaneous coursework, utilizing cases in a hands-on environment. The learning activities focus on the interventions for the patient with multisystem involvement. The clinical cases utilized within the integrated lab are explored further in the concurrent Clinical Reasoning and Decision-Making I course. Students are expected to integrate their knowledge and skills from previous courses when engaging in the patient/client examination, evaluation, determining a physical therapy diagnosis, prognosis, plan of care, and intervention strategies consistent with evidence-based clinical decision making. Students participate in a clinically-based community learning activity that integrates prior learning during a patient/client experience.
Offered: Residential Term A
Prerequisite(s): Residential PHT 5222C, PHT 5244, PHT 5247, PHT 5249C, PHT 5262, PHT 5266C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

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(s): PHT 5150

PHT 5403C - Musculoskeletal III

Hours: 2

This course provides the learner with clinical knowledge and skills in examination, evaluation, diagnosis, prognosis, intervention, and assessment of outcomes for diverse

patient/client populations with musculoskeletal conditions (both surgical and non-surgical) of the lower half of the body in a variety of practice settings. The Patient Client Management Model from the *Guide to Physical Therapy Practice* and the International Classification of Function, Disability, and Health (ICF) Framework are utilized as a basis for examination, evaluation, diagnosis, prognosis, management, and outcome assessment. This course further promotes development of knowledge in differentiating musculoskeletal conditions in the lumbar spine, pelvis, and hip. Students synthesize the concepts of clinical reasoning and clinical decision-making while incorporating evidence-based practice principles. Learners refine their ability to differentially diagnose and screen for conditions that may warrant a referral to other healthcare practitioners.
Offered: Subterm D
Prerequisite(s): Residential PHT 5302C, PHT 5303, PHT 5322C, PHT 5341C, PHT 5342, PHT 5363, PHT 5366C; Flex PHT 5302C, PHT 5322C, PHT 5342, PHT 5467C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5404C - Musculoskeletal IV

Hours: 2

This course provides the learner with clinical knowledge and skills in examination, evaluation, diagnosis, prognosis, intervention, and assessment of outcomes for diverse patient/client populations with musculoskeletal conditions (both surgical and non-surgical) of the lower half of the body in a variety of practice settings. The Patient Client Management Model from the *Guide to Physical Therapy Practice* and the International Classification of Function, Disability, and Health (ICF) Framework are utilized as a basis for examination, evaluation, diagnosis, prognosis, management, and outcome assessment. This course further promotes development of knowledge in differentiating musculoskeletal conditions in the knee, foot, and ankle. Students synthesize the concepts of clinical reasoning and clinical decision-making while incorporating evidence-based practice principles. Learners refine their ability to differentially diagnose and screen for conditions that may warrant a referral to other healthcare practitioners.
Offered: Subterm E
Prerequisite(s): Residential PHT 5403C, PHT 5419C, PHT 5423C, PHT 5428C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5415C - Neuromuscular II: Evidence in Interventions

Hours: 3

Course focuses on the physical therapy management of adults with neurologic health conditions with an emphasis on interventions to promote positive neuroplastic changes utilizing a functional, task-oriented approach with the integration of evidence-based outcome measures to inform the patient management process.
Prerequisite(s): PHT 5315C; PHT 5345C

PHT 5419C - Physical Therapy Across the Lifespan: Pediatrics

Hours: 2

This course covers the role of the physical therapist within the interprofessional healthcare team for the pediatric patient. An evidence-based approach to physical therapy examination, evaluation, diagnosis, prognosis, intervention, and discharge planning for pediatric clients across all settings are applied. Emphasis is placed on child- and family-centered care that includes planning for lifelong care.
Offered: Subterm D
Prerequisite(s): Residential PHT 5302C, PHT 5303, PHT 5322C, PHT 5341C, PHT 5342, PHT 5363, PHT 5366C; Flex PHT 5303, PHT 5363, PHT 5404C, PHT 5424C, PHT 5442, PHT 5564C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5420C - Cardiovascular and Pulmonary Physical Therapy

Hours: 3

Focuses on the role of the physical therapist as part of the interprofessional health care team in the prevention and management of common cardiovascular and pulmonary conditions across the continuum of care. Development of screening, examination, evaluation, and intervention skills is emphasized.
Prerequisite(s): PHT 5360C; PHT 5345C; PHT 5240; PHT 5375

PHT 5423C - Neuromuscular III

Hours: 2

This course provides the learner with diagnoses specific clinical knowledge and skills in examination, evaluation, diagnosis, prognosis, intervention, and assessment of outcomes for individuals with emphasis on deficits of the spinal cord, vestibular system and cortical deficits related to post concussion in a variety of practice settings. The neuropathology, development of diagnosis specific examination and interventions for each diagnosis are emphasized. The Physical Therapist Practice: Management Process from the *Guide to Physical Therapy Practice* and the International Classification of Function, Disability, and Health (ICF) Framework are utilized as a basis for examination,

evaluation, diagnosis, prognosis, management—including specific interventions, and outcome assessment. Students synthesize the concepts of clinical reasoning and clinical decision making while incorporating evidence-based practice principles. The learner refines their ability to screen for conditions that may warrant a referral to other healthcare practitioners.
Offered: Subterm D
Prerequisite(s): Residential PHT 5302C, PHT 5303, PHT 5322C, PHT 5341C, PHT 5342, PHT 5363, PHT 5366C; Flex PHT 5302C, PHT 5322C, PHT 5342, PHT 5467C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5424C - Neuromuscular IV

Hours: 2

This course provides the learner with advanced clinical knowledge and skills in examination, evaluation, diagnosis, prognosis, intervention, and assessment of outcomes for diverse patient/client populations with neuromuscular conditions, including neurological conditions across the lifespan, including but not limited to cerebral palsy and spina bifida and rare neurologic health conditions in a variety of practice settings. The neuropathology, development of examination, and interventions for each neurologic condition are emphasized. A comprehensive integration of all prior coursework in the neuromuscular series are also reinforced. There is further integration and assessment of all prior conditions presented in the neuromuscular course series. The Physical Therapist Practice: Management Process from the *Guide to Physical Therapy Practice* and the International Classification of Function, Disability, and Health (ICF) Framework will be utilized as a basis for examination, evaluation, diagnosis, prognosis, management—including specific interventions and outcome assessment. Students synthesize the concepts of clinical reasoning and clinical decision-making while incorporating evidence-based practice principles. The learner refines their ability to screen for conditions that may warrant a referral to other healthcare practitioners.
Offered: Subterm E
Prerequisite(s): Residential PHT 5403C, PHT 5419C, PHT 5423C, PHT 5428C; Flex PHT 5403C, PHT 5423C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5428C - Acute Care Physical Therapy

Hours: 2

This course emphasizes an interprofessional approach to the physical therapy management of patients with medical and surgical conditions in acute and post-acute

care settings. Students apply an evidence-based approach to physical therapy examination, evaluation, diagnosis, prognosis, intervention, and discharge planning within the acute and post-acute care settings. Effective communication with members of the interprofessional team in a variety of settings and application of clinical decision making to facilitate patient progress are emphasized and reinforced. Students demonstrate clinical reasoning strategies throughout the management process, including but not limited to hypothetico-deductive reasoning, pattern recognition, intuitive reasoning, narrative reasoning, and alternative forms of interactive reasoning.
Offered: Subterm D
Prerequisite(s): Residential PHT 5302C, PHT 5303, PHT 5322C, PHT 5341C, PHT 5342, PHT 5363, PHT 5366C; Flex PHT 5303, PHT 5363, PHT 5404C, PHT 5424C, PHT 5442, PHT 5464
Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

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(s): PHT 5130C; PHT 5250C; PHT 5315C; PHT 5360C

PHT 5434C - Physical Therapy Across the Lifespan: Older Adults

Hours: 2

This course covers the role of the physical therapist within the interprofessional healthcare team for the aging adult. The student applies an evidence-based approach to physical therapy examination, evaluation, diagnosis, prognosis, intervention, and discharge planning for the aging adult across all settings. Evidence-informed and ethical decision making is emphasized in promoting health, wellness, and quality of life for aging patients and clients.
Offered: Subterm E
Prerequisite(s): Residential PHT 5403C, PHT 5419C, PHT 5423C, PHT 5428C; Flex PHT 5419C, PHT 5428C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

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.
Prerequisite(s): 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.
Prerequisite(s): PHT 5150; PHT 5160C; PHT 5220C; PHT 5226C

PHT 5442 - Clinical Reasoning and Decision Making II

Hours: 1

This course builds on the clinical reasoning process developed in Clinical Reasoning and Decision Making I to refine critical thinking and clinical decision-making skills. This course incorporates evidence-based practice, knowledge for physical therapist practice, and clinical skills, while considering patient perspective and values into the reasoning process. Advanced cases from various systems including considerations across the lifespan are utilized to provide clinical relevance for decision making. Reflection in action, on action, for action is utilized.
Offered: Term A
Prerequisite(s): Residential PHT 5302C, PHT 5303, PHT 5322C, PHT 5341C, PHT 5342, PHT 5363, PHT 5366C; Flex PHT 5302C, PHT 5322C, PHT 5342, PHT 5467C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5447C - Prosthetics and Orthotics

Hours: 2

This course examines the physical therapist's role as an interprofessional team member to determine the necessity and type of orthotics and prosthetics required to promote optimal movement for individuals with a variety of diagnoses including congenital and acquired limb differences and functional loss. The course is designed to promote an understanding of how to obtain, train in use of, and evaluate the effectiveness of orthotics and prosthetics. Students study the biomechanical principles of upper and

lower extremity orthotic and prosthetic management and apply these principles to patient/client assessment and intervention. Students are expected to integrate their knowledge and skills from previous courses when engaging in the patient/client examination, evaluation, determining a physical therapy diagnosis, prognosis, plan of care, and intervention strategies consistent with evidence-based clinical decision making. Gait analysis is emphasized.
Offered: Subterm E
Prerequisite(s): Residential PHT 5403C, PHT 5419C, PHT 5423C, PHT 5428C; Flex PHT 5419C, PHT 5428C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

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.
Prerequisite(s): PHT 5345C; PHT 5350C; PHT 5360C

PHT 5452C - Physical Therapy Management of Musculoskeletal Disorders II

Hours: 4

This course provides the learner with clinical knowledge and skills in examination, evaluation, diagnosis, prognosis, intervention, and assessment of outcomes for diverse patient/client populations with musculoskeletal conditions (both surgical and nonsurgical) of the lower half of the body in a variety of practice settings. The Patient Client Management Model from the Guide to Physical Therapy Practice and the International Classification of Function, Disability, and Health (ICF) Framework are utilized as a basis for examination, evaluation, diagnosis, prognosis, management, and outcome assessment. This course further promotes development of knowledge in differentiating musculoskeletal conditions in the lumbar spine, pelvis, hip, knee, foot, and ankle. Students synthesize the concepts of clinical reasoning and clinical decision-making while incorporating evidence-based practice principles. The learner refines the ability to differentially diagnose and screen for conditions that may warrant a referral to other health care practitioners.
Prerequisite(s): PHT 5251C, PHT 5345C, PHT 5351C, PHT 5360C

PHT 5456 - Physical Therapist Practice II

Hours: 3

Physical Therapist Practice II further develops skills in documentation, professionalism, and critical thinking skills in physical therapy. Topics include patient-centered care, documentation, supervision of support personnel, teaching techniques, self-reflection, conflict management, interprofessional collaboration, professional communication, risk management, reimbursement, advocacy, ethics, and preparation for the first clinical experience.
Prerequisite(s): PHT 5130C, PHT 5155. The instructor or student may seek an exception to the prerequisites via the Program Director.

PHT 5464 - Professional Formation IV

Hours: 1

This course is the fourth course in the professional development series. The core values of professionalism are expanded on to emphasize the importance of ethical and legal responsibilities of billing and coding. Students prepare for their professional career through exploration of physical therapy careers, development of a professional resume, and gaining skills for identifying and evaluating potential employment opportunities. Communication skills are cultivated to improve successful interactions with future employers and colleagues. Students establish a professional relationship with a mentor. The core values of professionalism are expanded upon to emphasize the importance of patient advocacy and ethical and legal responsibilities of documentation as mechanisms for allowing practice at the top of the physical therapist license. Communication skills are cultivated to improve successful interactions with legislators, payors, and other healthcare professionals. Professional formation seminar is a required component of each professional formation course, providing time for discussion, expansion of exposure, and engagement in topics of professionalism in physical therapist practice. It is intended to provide exposure to outside experts and provide time for additional development of professional interaction skills. Participation is a professional expectation of the program and required for graduation.
Offered: Term A
Prerequisite(s): Residential PHT 5302C, PHT 5303, PHT 5322C, PHT 5341C, PHT 5342, PHT 5363, PHT 5366C; Flex PHT 5303, PHT 5363, PHT 5404C, PHT 5424C, PHT 5442, PHT 5564C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5466C - Integrated Clinical Lab IV

Hours: 2

This course integrates the concepts presented in all simultaneous coursework utilizing cases in a hands-on environment. The learning activities focus on the examinations and interventions for patients across the lifespan including those with orthotic and prosthetic considerations. The clinical cases utilized within the integrated lab are explored further in the concurrent clinical reasoning and decision-making course. Students are expected to integrate their knowledge and skills from previous classes when engaging in the patient/client examination, evaluation, determining a physical therapy diagnosis, prognosis, plan of care, and intervention strategies consistent with evidence-based clinical decision making. Students participate in a clinically-based community learning activity that integrates prior learning during a patient/client experience.
Offered: Residential Term A
Prerequisite(s): Residential PHT 5302C, PHT 5303, PHT 5322C, PHT 5341C, PHT 5342, PHT 5363, PHT 5366C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5467C - Integrated Clinical Lab IV X

Hours: 1

This course integrates the concepts presented in all simultaneous coursework utilizing cases in a hands-on environment. The learning activities focus on the examinations and interventions for patients across the lifespan including those with orthotic and prosthetic considerations. The clinical cases utilized within the integrated lab are explored further in the concurrent clinical reasoning and decision-making course. Students are expected to integrate their knowledge and skills from previous classes when engaging in the patient/client examination, evaluation, determining a physical therapy diagnosis, prognosis, plan of care, and intervention strategies consistent with evidence-based clinical decision making. Students participate in a clinically-based community learning activity that integrates prior learning during a patient/client experience.
Offered: Flex Term A
Prerequisite(s): Flex PHT 5222C, PHT 5244, PHT 5247, PHT 5262, PHT 5341C, PHT 5364C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

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(s): PHT 5315C

PHT 5526 - Humanities in Healthcare

Hours: 2

This course aides students in navigating the ethical and humanistic principles of patient care through discussions and clinical simulations involving sensitive topics, such as substance abuse, self-harm, physical and emotional abuse, cancer, and end-of-life care. Students explore the influence of patients' lived experiences on the complexity of patient care across healthcare settings.
Offered: Subterm D
Prerequisite(s): Residential PHT 5404C, PHT 5424C, PHT 5434C, PHT 5442, PHT 5447C, PHT 5464, PHT 5466C; Flex PHT 5434C, PHT 5447C, PHT 5464, PHT 5664C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

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(s): PHT 5430C

PHT 5535 - Evidence-Informed Practice II

Hours: 2

This course further prepares students to apply the best available evidence to clinical practice with emphasis on appraising the quality of research and its influence on clinical decision making in physical therapy.
Prerequisite(s): HSC 5135

PHT 5540 - Terminal Clinical I

Hours: 10

This course is the first 12-week, full-time terminal 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.

Offered: Term A
Prerequisite(s): Residential PHT 5404C, PHT 5424C, PHT 5434C, PHT 5442, PHT 5464, PHT 5466C; Flex PHT 5434C, PHT 5447C, PHT 5464, PHT 5664C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

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(s): PHT 5160C; PHT 5450C

PHT 5564C - Integrated Clinical Lab V X

Hours: 1

This course integrates the concepts presented in all simultaneous coursework utilizing cases in a hands-on environment. The learning activities focus on the examinations and interventions for patients with multisystem involvement including the integumentary system. The clinical cases utilized within the integrated lab are explored further in the concurrent clinical reasoning and decision-making course. Students are expected to integrate their knowledge and skills from previous classes when engaging in the patient/client examination, evaluation, determining a physical therapy diagnosis, prognosis, plan of care and intervention strategies consistent with evidence-based, clinical decision making. Students participate in a clinically-based community learning activity that integrates prior learning during a patient/client experience.
Offered: Flex Term A
Prerequisite(s): Flex PHT 5302C, PHT 5322C, PHT 5342, PHT 5467C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

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.
Prerequisite(s): PHT 5415C; PHT 5420C; PHT 5430C; PHT 5435C; PHT 5440C; PHT 5450C; PHT 5456; PHT 5530C

PHT 5610C - Pediatric Physical Therapy

Hours: 3

Applies evidence-based approach to physical therapy examination, evaluation, diagnosis, prognosis, intervention, and discharge planning for pediatric clients across all settings. Emphasis will be placed on child- and family-centered care that includes planning for lifelong challenges.
Prerequisite(s): 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.
Prerequisite(s): PHT 5415C; PHT 5570

PHT 5617 - Frontiers in Rehabilitation

Hours: 2

This course covers topics related to new and innovative advances in rehabilitation. Topics such as regenerative medicine, genomics, precision medicine, machine learning, and advanced imaging are covered. Students are exposed to various technologies that will enhance their clinical practice. This expands on the topics covered in the Innovation and Technology course.
Offered: Residential and Flex Subterm E
Prerequisite(s): Residential PHT 5540; Flex PHT 5540

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5620C - Geriatric Physical Therapy

Hours: 3

Covers the role of the physical therapist within the interprofessional health care team for the aging adult. Evidence-informed and ethical decision making is emphasized in promoting health, wellness, and quality of life for aging patients and clients.
Prerequisite(s): PHT 5570

PHT 5631 - Advanced Clinical Skills

Hours: 1

This course expands on the skills and knowledge from the required clinical skills coursework. Students are exposed to more complex diagnoses and patient cases. Students learn advanced examination and intervention skills. Students have the opportunity to select from sections focusing on specific patient-care environments and diagnoses.
Offered: Residental and Flex Subterm E
Prerequisite(s): Residential and Flex PHT 5526, PHT 5540

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5640 - Terminal Clinical II

Hours: 8

This is a 10-week, full-time terminal 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.
Offered: Term A
Prerequisite(s): Residential and Flex PHT 5526, PHT 5540

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

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.
Prerequisite(s): PHT 5550C; PHT 5570

PHT 5653C - Physical Therapy Management of Musculoskeletal Disorders III

Hours: 1

This course promotes the synthesis of previous coursework to musculoskeletal clinical situations to facilitate appropriate physical therapy clinical reasoning
Prerequisite(s): PHT 5550C, PHT 5570

PHT 5653C - Physical Therapy Management of Musculoskeletal Disorders III: Clinical Reasoning

Hours: 1

This course promotes the synthesis of previous coursework to musculoskeletal clinical situations to facilitate appropriate physical therapy clinical reasoning.
Prerequisite(s): PHT 5550C, PHT 5570

PHT 5655 - Professional Formation V

Hours: 1

Students are exposed to management and financial practices, professional Codes of Ethics and Practice Acts, and healthcare and rehabilitation service delivery. The design and structure of rehabilitation clinics and niche practices are discussed. Other aspects of successful administration including supervision issues, ethical issues, and the development and implementation of outcome measures are emphasized. Professional Formation Seminar is a required component of each Professional Formation course, providing time for discussion, expansion of exposure, and engagement in topics of professionalism in physical therapist practice. It is intended to provide exposure to outside experts and provide time for additional development of professional interaction skills. Participation is a professional expectation of the program and required for graduation.
Offered: Residential and Flex Subterm E
Prerequisite(s): Residential PHT 5526, PHT 5540; Flex PHT 5540

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5664C - Integrated Clinical Lab VI X

Hours: 1

This course integrates the concepts presented in all simultaneous coursework utilizing cases in a hands-on environment. The learning activities focus on the examinations and interventions for patients across the lifespan including those with orthotic and prosthetic

considerations. Students are expected to integrate their knowledge and skills from previous courses when engaging in the patient/client examination and evaluation and determining a physical therapy diagnosis, prognosis, plan of care, and intervention strategies consistent with evidence-based clinical decision making. Students participate in a clinically-based community learning activity that integrates prior learning during a patient/client experience.
Offered: Flex Term A
Prerequisite(s): Flex PHT 5303, PHT 5363, PHT 5404C, PHT 5424C, PHT 5442, PHT 5564C

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

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(s): PHT 5570

PHT 5732 - Research

Hours: 1

This course expands on the skills and knowledge from prior coursework. Students are exposed to different elements of research and provided opportunities to collaborate with faculty in ongoing research projects.
Offered: Residential and Flex Subterm E
Prerequisite(s): Residential and Flex PHT 5617, PHT 5640, PHT 5655, PHT 5631

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5733 - Leadership and Administration

Hours: 1

This course expands on skills and knowledge from prior coursework related to leadership and the management of physical therapy practice. Students are exposed to more detailed information on management of various practice settings, skills needed to start a practice, and financial literacy.
Offered: Residential and Flex Subterm E
Prerequisite(s): Residential and Flex PHT 5617, PHT 5640, PHT 5655, PHT 5631

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5740 - Terminal Clinical III

Hours: 8

This course is a 10-week, full-time terminal 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.
Offered: Subterm A
Prerequisite(s): Residential and Flex PHT 5617, PHT 5640, PHT 5655, PHT 5631

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

PHT 5766 - Professional Formation VI

Hours: 2

Students participate in board preparation coursework and practice examinations to ensure success on the NPTE. Students identify and finalize professional goals. Professional Formation Seminar is a required component of each Professional Formation course, providing time for discussion, expansion of exposure, and engagement in topics of professionalism in physical therapist practice. It is intended to provide exposure to outside experts and provide time for additional development of professional interaction skills. Participation is a professional expectation of the program and required for graduation.
Offered: Subterm E
Prerequisite(s): Residential and Flex PHT 5617, PHT 5640, PHT 5655, PHT 5631

Students must successfully complete all courses in the previous term and subterm of the DPT program. For policy details, see Repeating a Course.

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.

Prerequisite(s): PHT 5610C; PHT 5615C; PHT 5620C; PHT 5650C; PHT 5665; PHT 5670

PHT 5780 - Knowledge Translation for Clinical Practice

Hours: 1

Integration of academic coursework and development of strategies to synthesize didactic learning and clinical problem-solving skills to prepare for the National Physical Therapy Examination.
Prerequisite(s): PHT 5665; PHT 5670; PHT 5610C; PHT 5615C: PHT 5620C; PHT 5650C

PHT 5835 - Evidence-Informed Practice III

Hours: 1

Includes application and synthesis of academic and clinical learning to develop and present a professional product that integrates principles of scholarly inquiry.
Prerequisite(s): 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(s): PHT 5770

PHT 6030 - Consultation, Screening, and Delegation

Hours: 1

This fully online course covers the role of the physical therapist in client-related consultation, screening of patients, and direction and supervision of support personnel in physical therapy.

PHT 6032 - Cognition and Perception

Hours: 1

In this online course students will examine cognitive and perception disturbances and be able to accurately assess, interpret findings, set realistic goals, and plan appropriate interventions for patients/clients with these disturbances.

PHT 6033 - Basic Assessment and Intervention of Integument

Hours: 1

In this course students will explore the role of the physical therapist in screening, prevention, and management of selected disorders of the integumentary system.

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

Hours: 2

This course includes topics related to physical therapy professionalism, ethics, legal issues and jurisprudence, and Medicare and Medicaid reimbursement, fraud, and abuse. This course is offered in asynchronous distance format through Blackboard.

PHT 6037 - Environmental Barriers

Hours: 1

In this course students will explore environmental barriers that may impact patients/clients and design interventions and modifications to improve mobility and safety.

PHT 6038 - The Physical Therapist as Educator

Hours: 2

This course examines the role of the physical therapist as an educator of patients, caregivers, students, and other health care providers.

PHT 6402 - Clinical Triage

Hours: 1

Clinical Triage offers a 40-hour experience to develop screening and management skills for the neuro-musculoskeletal patient in a primary care setting. This is an opportunity for physical therapists to shadow the health care practitioner while observing the integration of history and physical, lab results, radiographs, and medications in the typical primary care practice. This experience would allow the physical therapist to practice screening

and history taking under the supervision of a physician. It provides the opportunity to improve communication between physicians, physical therapists, and staff (i.e. physician assistants, RN's, LPN's, and nurse practitioners).

PHT 6498 - Clinical Residency

Hours: 5

Clinical Residency is a 1,500-hour, 9-month patient-care experience under the immediate supervision of an approved mentor at a University-approved clinical residency site. Clinical Residency provides an opportunity for intimate sharing of knowledge and refinement of the application of clinical skill and decision making. It serves as an invaluable step in the process of professional development in the student's area of specialty. The student develops residency objectives prior to the experience, attends the residency, and completes 200 hours of defined educational activities.
Prerequisite(s): It is recommended that the student attend at least two required seminars toward the selected certification track.

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(s): 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.
Prerequisite(s): 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.
Prerequisite(s): 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.
Prerequisite(s): 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.
Prerequisite(s): 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(s): Completion of the CPE seminar "Myofascial Manipulation (MF1)," offered by the University

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.
Prerequisite(s): 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(s): 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(s): PHT 7333 Advanced Craniofacial (CF3); completion of all the University's craniofacial seminars

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(s): IPE 7001

PHT 7470 - Clinical Integration I: Reflective Practice

Hours: 8

The purpose of this course is to broaden and deepen the knowledge and understanding of the value of physical therapy and utilize reflective self-assessments of their current professional development. Student will develop a learning plan with outcomes to guide them throughout the remainder of their educational program. The student will be a PT practitioner with a clinical work history who is required to be engaged in active PT practice (in a workplace, didactic activities, and/or other related forms of practice) during the course. This will allow the student the opportunity to apply the theory and skills acquired in their didactic course work within the clinical setting and to reflect on and discuss their growth.
Offered: This course is available only to students whose highest earned degree is at the baccalaureate level.

PHT 7472 - Clinical Integration II: Lifelong Learning/Continuing Competence

Hours: 8

The purpose of this course is to broaden and deepen the knowledge and understanding of the value of physical therapy, the importance of lifelong learning and how continuing competence can be exhibited within the profession. Students will perform self-reflection activities of current and past professional lifelong learning and competence development and will develop a learning plan with outcomes to guide them throughout the remainder of their educational program. The student will be a PT practitioner with a clinical work history who is required to be engaged in active PT practice (in a workplace, didactic activities, and/or other related forms of practice) during the course. This will allow the student the opportunity to apply the theory and skills acquired in their didactic course work within the clinical setting and to reflect on and discuss their growth.
Offered: This course is available only to students whose highest earned degree is at the baccalaureate level.
Prerequisite(s):

PHT 7473 - Clinical Integration III: Teaching Strategies

Hours: 8

This purpose of this course is to broaden and deepen the students' knowledge and understanding of the value of physical therapy and the critical role that teaching plays. This includes the teaching/instructing practitioners provide to patients, caregivers, colleagues, and other health care workers and how practitioners can improve their skill and expertise. The students will be engaged in full-time PT practice where they will have the opportunity to apply the theory and skills acquired in their didactic coursework within the clinical setting and reflect and discuss their growth.
Offered: This course is available only to students whose highest earned degree is at the baccalaureate level.

PHT 7474 - Clinical Integration IV: Leadership

Hours: 8

The purpose of this course is to broaden and deepen the knowledge and value of physical therapy and the critical role that mentoring plays within our profession. Students will perform self-reflection activities of current and past professional mentorship development and will develop a learning plan with outcomes to guide them throughout the remainder of their educational program. The student will be a PT practitioner with a clinical work history who is required to be engaged in active PT practice (in a workplace, didactic activities, and/or other related forms of practice) during the course. This will allow the student the opportunity to apply the theory and skills

acquired in their didactic course work within the clinical setting and to reflect on and discuss their growth.
Offered: This course is available only to students whose highest earned degree is at the baccalaureate level.

PHT 7475 - Clinical Integration V: Mentoring in Physical Therapy Practice

Hours: 6

The purpose of this course is to broaden and deepen the students' knowledge and understanding of the value of physical therapy and the critical role that mentoring plays within the profession. Mentoring roles and the mentoring relationship will be discussed, and students will reflect on their experiences and how they can develop skills in this area. The students will be engaged in full-time PT practice where they will have the opportunity to apply the theory and skills acquired in their didactic coursework within the clinical setting and to reflect on and discuss their growth.
Offered: 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(s): Completion of all required and elective DPT coursework (but not including completion of Preparation/Certification).

PHT 7497 - Capstone Project II

Hours: 4

This is an integration of the knowledge and skills appropriate to a student's specialty area. By applying theory and practice, students have the opportunity to explore various approaches in the delivery of rehabilitation services. Under advisement of a faculty member, the student has two options in completing this project. One option is to identify unique and significant problems in clinical treatment and develop one publishable patient case report. The second option is to develop one publishable article related to critical issues in the delivery of health care today.
Prerequisite(s): PHT 7496

Speech-Language Pathology

SLP 5002 - Audiology and Aural Rehabilitation

Hours: 3

This course involves an introduction to the field of audiology and examines the diagnosis and treatment of hearing disorders across the lifespan. Students will study audiometric test methods, as well as nonmedical rehabilitation options for the treatment of audiological disorders.

SLP 5003 - Introduction to Audiology

Hours: 3

This course presents concepts and rationale underlying the measurement of hearing and balance disorders, with special reference to hearing science, anatomy and physiology, and measurement techniques.

SLP 5005 - Aural Rehabilitation

Hours: 3

This course involves an introduction to the field of audiologic rehabilitation and examines the treatment of hearing disorders across the lifespan. Students study hearing technology, educational considerations, and nonmedical rehabilitation options for the treatment of audiological disorders.

SLP 5008 - Speech Anatomy and Physiology

Hours: 3

This course involves the study of the anatomy and physiology of the speech and hearing mechanisms. Students will study the structure and function of the skeletal, neurological, and muscular systems for respiration, phonation, articulation and resonation, as well as mastication and deglutition and the hearing mechanism. The organization and physiology of related nervous systems and functional implications will be explored.

SLP 5014 - Introduction to Communication Sciences and Disorders

Hours: 3

This course introduces students to the professions and field of communication sciences and disorders (CSD) and involves basic concepts related to communication, speech,

and language; typical development, anatomy, and physiology; as well as communication disorders occurring across the lifespan. Cultural differences, communication disturbances and disorders related to identification, assessment, and evidenced-based treatment will be explored.

SLP 5026 - Phonetics

Hours: 3

This course explores the International Phonetic Alphabet (IPA) and students learn to transcribe normal and disordered speech, while studying variations among regional and cultural dialects along with implications. Motoric bases of speech production and introduces basic principles of speech acoustics and spectrographic instrumentation will be introduced.

SLP 5032 - Normal Speech and Language Development

Hours: 3

This course involves theoretical concepts and research findings concerning the normal developmental processes of speech and language learning and provides an understanding of child speech and language from infancy through adolescence, focusing on normal development. Students will study language and literacy development for monolingual and bilingual children.

SLP 5110 - Early Language Disorders

Hours: 3

This course examines normal and disordered language development from infancy through early school age including prelinguistic and paralinguistic communication, language, phonology, fluency, voice and pragmatics. Multisensory intervention strategies for successful communication skills, assessment, and treatment of children with varied developmental, linguistic or cultural differences will be explored.

SLP 5112 - Clinical Practicum I: Foundational Clinical Methods

Hours: 3

Students complete coursework and clinical experiences in screening, prevention, assessment, and intervention of communication and swallowing disorders. Prerequisite(s): 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 5130 - Cognitive Communication Disorders

Hours: 3

This course examines cognitive-communication disorders across the lifespan. Topics include disorders such as traumatic brain injury, right hemisphere syndrome, and dementia with emphasis on the neural bases, etiology, characteristics, prognosis, recovery, differential diagnosis, and treatment of these disorders.
Prerequisite(s): Admission to the MS-SLP program. The instructor or student may seek an exception to the prerequisites via the program director.

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.
Prerequisite(s): SLP 5110, SLP 5112, 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.
Prerequisite(s): SLP 5110, SLP 5112, SLP 5115, SLP 5125

SLP 5232 - Clinical Practicum II: Diagnostic Fundamentals

Hours: 3

Students complete coursework and clinical experiences, participating in direct assessment and therapy activities including screening, prevention, assessment, intervention, and treatment of communication and swallowing disorders. Prerequisite(s): Successful completion of all Trimester 1 courses (SLP 5110, SLP 5112, 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. Prerequisite(s): SLP 5110, SLP 5112, SLP 5115, SLP 5125

SLP 5313 - Clinical Practicum III: Diagnostics and Intervention in Adult Populations

Hours: 3

Students complete coursework and clinical experiences in screening, prevention, assessment, and intervention of communication and swallowing disorders. Prerequisite(s): Successful completion of MS-SLP Trimester 2 coursework. The instructor or student may seek an exception to the prerequisites via the program director.

SLP 5320 - Research Methods and Evidence-Based Practice

Hours: 3

In Research Methods & Evidence-Based Practice, students develop the knowledge and skills necessary to be critical readers of research and to engage in evidence-based practice. Students develop knowledge of research design, research methodology, and ethics in research; develop the ability to efficiently locate and critically appraise research; and develop the ability to engage in evidence-based assessment and intervention through the integration of external (scientific) evidence, internal (data-informed) evidence, clinical expertise, and perspectives of clients and relevant others. Prerequisite(s): Admission to MS-SLP program; the instructor or student may seek an exception to the prerequisites via the program director.

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.
Prerequisite(s): SLP 5220, SLP 5230, SLP 5232, SLP 5235,

SLP 5345 - Motor Speech and Cognitive-Communication Disorders

Hours: 3

The first half of this course examines motor speech disorders with a focus on etiology, characteristics, differential diagnosis, and intervention. The second half focuses on cognitive-communication disorders across the lifespan, including traumatic brain injury, right hemisphere syndrome, and dementia. There is an emphasis on the neural bases, etiology, characteristics, prognosis, recovery, differential diagnosis, and treatment of these disorders.
Prerequisite(s): Successful completion of SLP 5220, SLP 5230, SLP 5232, SLP 5235,

SLP 5404 - Clinical Practicum IV: Clinical Counseling in Speech-Language Pathology

Hours: 3

Students 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 are explored.
Prerequisite(s): HSC 5136, SLP 5313, SLP 5320, 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.
Prerequisite(s): SLP 5313, SLP 5320, 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.
Prerequisite(s): SLP 5313, SLP 5320, 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.
Prerequisite(s): SLP 5415, SLP 5450, SLP 5455

SLP 5515 - Clinical Practicum V: Culturally Responsive Practice in SLP & Bilingual Assessment/Treatment

Hours: 3

Students complete coursework and clinical experiences participating in direct assessment and therapy activities including screening, prevention, assessment, and intervention of communication and swallowing disorders. Considerations and practices for culturally and linguistically diverse populations are explored.
Prerequisite(s): Successful completion of all Trimester 4 coursework (SLP 5404, SLP 5415, SLP 5450, SLP 5455)

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.

Prerequisite(s): SLP 5450, SLP 5455, SLP 5415, and SLP 5404. The instructor or student may seek an exception to the prerequisites via the program director.

University Faculty

Updated April 2025

The University carefully chooses faculty who are educators and practitioners with proven ability to provide students with a meaningful and exciting educational experience relevant to clinical practice. All members of the faculty possess a mastery of their field and a practical hands-on approach to their specialty. The University is proud of its faculty, their strengths and diversity, as well as their commitment to the mission of the University.

Faculty location designations are as follows:

- CASM - San Marcos, California campus
- FLSA - St. Augustine, Florida campus
- FLMI - Miami, Florida, campus
- TXAU - Austin, Texas campus
- TXDA - Dallas, Texas campus
- DE - Distance Education

Anas Ababneh, MSc, PhD, Assistant Professor – TXAU
PhD Texas Woman's University – Physical Therapy
MS New York Institute of Technology – Physical Therapy
BS Hashemite University – Physical Therapy

John Abt, PhD, ATC, Contributing Faculty – TXDA
BS University of Pittsburgh – Movement Science
MS University of Pittsburgh – Sports Medicine
PhD University of Pittsburgh – Rehabilitation Science

Jacqueline Achon, OTD, MS, OTR/L, CSRS, CFPS Instructor – FLMI
BA Florida International University – Psychology
MSOT Florida International University
OTD Chatham University – Post Professional Occupational Therapy

Vibhor Agrawal, PhD, MEd, Associate Professor – FLMI
BS University of Bombay, Mumbai, India – Biomedical Engineering

MS University of Toledo – Biomechanics
PhD University of Miami – Biomechanics

Aatifa Ahmed, SLP, Contributing Faculty – TXAU
BS Illinois State University – Speech-Language Pathology
MS Illinois State University – Speech-Language Pathology

Mansoor Alameri, PT, MPT, PhD, ADCE, Assistant Professor – TXAU
BS October Sixth University – Physical Therapy
MS Loma Linda University – Physical Therapy
PhD Loma Linda University – Physical Therapy

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BS King Saud University – Speech and Hearing Science
MS Texas A&M University Kingsville – Communication Sciences and Disorders
PhD Arizona State University – Speech and Hearing Science

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BSN Southeastern Louisiana University – Nursing
MSN University of South Alabama – Family Nurse Practitioner
DNP Troy University – Nursing

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BSc Hashemite University – Physical Therapy
MPT Loma Linda University – Physical Therapy
PhD Loma Linda University – Rehabilitation Science

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., MS, LCPO, Contributing Faculty – FLMI
BS University of Miami – Microbiology
MS University of Miami – Sports Medicine
CPO Northwestern University – Prosthetics and Orthotics

Brent Anderson, PT, 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

Hazel Anderson, PT, DPT, cert. MDT, Assistant Professor – TXAU
BSc Glasgow Caledonian University – Physiotherapy
DPT Texas Tech University

Lisa Anderson, MOT, Contributing Faculty – TXAU
BSc Queen Margaret College – Occupational Therapy
MSc Plymouth University – PG Cert in Advanced Occupational Therapy Practice

Catherine Andrea, PT, Assistant Professor – FLSA
BS Ohio University – Biology/Pre-medicine
MPT Cleveland State University – Physical Therapy

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BA San Francisco State University – Pre-Physical Therapy
MPT Samuel Merritt College – Physical Therapy

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MSN Texas Woman's University – Family Nurse Practitioner
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MSc Cairo University, Egypt – Physical Therapy
PhD Cairo University, Egypt – Physical Therapy

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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
PhD University of Louisville – Anatomical Sciences and Neurobiology

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BA University of California, San Diego – Religion
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MS Chapman University – Communication Sciences and Disorders

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MSc Manipal Academy of Higher Education – Medical Physiology
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MS All India Institute of Speech and Hearing – Speech Pathology and Audiology
PhD Louisiana State University – Communication Disorders

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BS Nicholls State University – Communication Sciences and Disorders
MS Southeastern Louisiana University – Communication Sciences and Disorders
PhD Rocky Mountain University of Health Professions – Speech-Language Pathology

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MS Texas Woman's University – Physical Therapy
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BSPT Medical College of Virginia – Physical Therapy
MS Old Dominion University – Community Health Education
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BS Stony Brook University – Occupational Therapy
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MA University of Oklahoma – Economics
MBA, Colorado State University
PhD, Pennsylvania State University – Health Policy and Administration

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BS University of California San Diego – Cognitive Science
MA University of Southern California – Occupational Therapy
OTD University of Southern California

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BS Loma Linda University – Life Sciences
MS Loma Linda University – Physical Therapy

DPT Temple University
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BS Queen's University – Physical Therapy
Graduate Certificate University of Florida – Medical Human Anatomy
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MS University of Illinois at Chicago – Occupational Therapy
PhD University of Kansas – Therapeutic Science

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MHSc Nova Southeastern University – Health Sciences – Higher Education
DHSc Nova Southeastern University – Education in Health Care Professionals

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MS Temple University – Occupational Therapy
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MOT Texas Tech Health Sciences Center

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BSPT University of New Mexico – Physical Therapy
MS Texas Woman's University – Physical Therapy
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OTD Eastern Kentucky University

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MBA Wayland Baptist University
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DNP Texas Tech University Health Sciences Center

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DPT Grand Valley State University
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MSW Louisiana State University – Clinical Social Work

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OTD Texas Woman's University
PhD Texas Woman's University – Occupational Therapy

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OTD Rocky Mountain University

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PhD Nova Southeastern University – Occupational Therapy

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MS California State University-Sacramento
MEd University of South Florida
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MBA University of Central Oklahoma – Business
PhD University of Oklahoma Health Sciences Center – Anatomical Sciences

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MMS Emory University – Physical Therapy

MBA Kennesaw State University – Business
EdD Nova Southeastern University

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Diploma Liverpool University – Occupational Therapy
MSc Plymouth University – Occupational Therapy
PhD University of Wales
PG Certificate Glyndwr University – Prof Dev/Higher Education

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BA American Public University – Management
MSN Grand Canyon University – Nursing
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BA University of Iowa – Speech and Hearing Science
MA Kansas State University – Speech Pathology and Audiology

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BS University of Arkansas – Biology
DPT – University of Central Arkansas – Physical Therapy
PhD – University of Central Arkansas – Physical Therapy

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BS Mansfield University – Special Education
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BS University of Vermont – Physical Therapy
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BA Furman University – Health and Physical Education
MPT University of St. Augustine for Health Sciences – Physical Therapy
MA University of North Carolina – Exercise Physiology
PhD Arizona State University – Curriculum and Instruction

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BSc University of East Anglia – Physiotherapy
MS University of Utah – Gerontology
PhD Walden University – Health Psychology

Greg Chown, OTD, OTR/L, CPAM, CKT, Contributing Faculty – FLSA
BS McMaster University – Health Science
OTD Rocky Mountain University School of Health Professions

Maya Clark, PhD, CCC-SLP, Associate Professor, TXAU
BA University of Mississippi – Communicative Disorders
MA University of Memphis – Audiology & Speech Pathology
PhD University of Texas at Austin – Communication Sciences and Disorders

Teka Clark, OTD, OTR/L, Assistant Professor – FLSA
BS University of North Florida – Exercise Science
OTD University of St. Augustine for Health Sciences

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BS University of Nevada – Speech-Language Pathology
MS University of Nevada – Speech-Language Pathology

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BS Abilene Christian University – Exercise Science
DPT Hardin Simmons University
ScD Texas Tech University Health Sciences Center – Physical Therapy

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BS University of Michigan
Cert University of Michigan – Physical Therapy
MBA Troy University
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BA Indiana University Bloomington – Special Education and Teaching
MA Eastern Michigan University – Speech-Language Pathology

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BS University of Arkansas – Communication Disorders
MS Fontbonne University – Speech-Language Pathology

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BS University of Florida – Occupational Therapy
MEd Florida Atlantic University – Education
OTD South University

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BS Houston Baptist University – Business
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BA University of Kentucky – Chemistry
DC Logan University – Chiropractic
MA University of Louisville – Education
EdD Western Kentucky University

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BS East Tennessee State University – Exercise Science
MS Virginia Commonwealth University – Occupational Therapy
DS University of Oklahoma – Rehabilitation Sciences

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AS Amarillo College – Occupational Therapy
BS University of Phoenix – Healthcare Administration/Long-Term Care
MOT Western New Mexico University

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BA Emory & Henry College
MA Memphis State University – Speech Pathology
PhD Temple University – Educational Psychology

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BEd University of Akron – Exercise Physiology
MOT University of St. Augustine for Health Sciences
DPT University of St. Augustine for Health Sciences
DBA Walden University – Business

Bandi Davini, APRN, BLS, ACLS, Contributing Faculty – DE
DNP University of St. Augustine for Health Sciences
MSN South University
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BS Loma Linda University – Health Science
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BS University of Central Florida – Cardiopulmonary Sciences
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BS Quinnipiac University – Health Science
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BS Texas A & M University – Kinesiology
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BS University of North Texas – Criminal Justice
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BS University of California, Los Angeles – Psychobiology
MAOT University of Southern California

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BS California State University-Long Beach – Physiology
BS California State University-Long Beach – Physical Therapy
MDiv Nazarene Theological Seminary – Theology
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MS University of South Florida – Speech-Language Pathology
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BS Colorado State University – Occupational Therapy & Neurobiology
OTD Creighton University

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BS Southern Illinois University – Music Education
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BS Arizona State University – Family and Human Development
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BS San Diego State University – Kinesiology
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PhD University of Florida – Rehabilitation Science, Communication, and Swallowing Neuroscience

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Fellow University of Illinois at Chicago – Motor Control

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BS Boston University – Exercise Physiology
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BSN Northern Illinois – Nursing
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MS Texas State University – Communication Disorders

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MEd Concordia University Irvine
MS California State University Dominguez Hills – Occupational Therapy
DSc Baylor University – Occupational Therapy

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

Chase Twedell, PT, DPT, OCS, Lab Instructor – TXDA
BA Chapman University – Communication Studies
DPT University of Southern California

Claire Uke, MOT, OTR/L, ATP, CAPS, Instructor – CASM
BS California State Polytechnic University – Plant Science
MOT University of St. Augustine for Health Sciences

Michael Valenti, PhD, RN, APRN, PMHNP-BC, NEA-BC, Associate Professor – DE
PhD New York University – Nursing Research and Theory Development

Post Master's Certificate Eastern Kentucky University – Psychiatric Mental Health Nurse Practitioner
MS New York University – Nursing Education
BSN St. Francis College

Marnie Vanden Noven, DPT, PhD, Contributing Faculty – DE
BS University of Arizona – Interdisciplinary Studies
MS University of Arizona – Athletic Training
MPT Marquette University
DPT Concordia University, Wisconsin
PhD Marquette University

Benjamin Vasquez PT, DPT, NCS – Contributing Faculty – CASM Flex
BS La Sierra University – Exercise Science
DPT Loma Linda University

Stephen A. Vighetti, PT, MPT, Contributing Faculty – FLSA
BS Ursinus College – Physical Education/Exercise and Sport Science
MPT Institute of Physical Therapy – Physical Therapy

James Viti, PT, DPT, Assistant Professor – FLSA
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

Helene Vossos, DNP, MSN, APRN, ANP-BC, PMHNP-BC, Associate Professor – DE, FLSA
BSN University of Michigan – Nursing
MSN University of Michigan – Psychiatric Mental Health Nurse Practitioner & Adult Nurse Practitioner
DNP Concordia University – Nursing

Elizabeth Barnes Wagner, OTR/L, Instructor – CASM
BS California State University of Long Beach – Kinesiology
MOT University of Southern California

Amy Walters, PT, DPT, MPT, PhD, Assistant Professor – TXAU
BA University of Texas, Austin – Psychology, minor Zoology
MPT University of Texas Medical Branch – Physical Therapy
DPT College of Scholastica
PhD Walden University – Health Psychology

Sheri Walters, PT, DPT, PhD, ATC/L, SCS, CSCS, Contributing Faculty – TXDA
BS East Central University – Education
MS University of Florida – Exercise and Sport Science

MSPT University of Florida – Physical Therapy
DPT University of St. Augustine for Health Sciences
PhD Texas Woman's University – Physical Therapy

Timothy Walters, DPT, Contributing Faculty – DE
BS University of Georgia – Biology
DPT Emory University

Wade Warren, PhD, Contributing Faculty – TXDA
BS Louisiana College – Biology
PhD Texas A&M University – Zoology

David Watkins, MOT, OTR/L, CHT, CEAS, Lab Instructor – CASM
BS Brigham Young University – Psychology
MOT University of St. Augustine for Health Sciences

Lance Watkins, MOT, OTR/L, Contributing Faculty – CASM
BA Brigham Young University – Psychology
MOT Midwestern University, Glendale

Nicola Wayer, MEd, PhD, Contributing Faculty – DE
BA Flagler College – Deaf & Elementary Education
MEd University of North Florida
PhD University of Florida – Curriculum Instruction

Brooke Weber, MS, OTR/L, Instructor – TXAU
BA Tufts University- Child Development
MS Tufts University- Occupational Therapy

Lauren Wedam, MeD, PhD, Contributing Faculty – DE
BA University of Wisconsin
MEd Harvard University – Education
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

Thomas P. Werner, PT, DPT, PhD, Associate Professor, Assistant Dean – TXDA
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

James Wersal, OTD, MSOT, OTR/L, CBIS, DRS, Contributing Faculty – FLSA
BA University of Texas Dallas – Psychology
MS Springfield College – Occupational Therapy
OTD Rocky Mountain University of Health Professions

Margaret Wicinski, PT, DPT, EdD, Associate Professor, Assistant Program Director – FLSA
BA University of Louisville – Biology
DPT University of St. Augustine for Health Sciences
EdD University of St. Augustine for Health Sciences – Education

Katherine Wilford, PT, DPT, Cert MDT, Assistant Professor – TXAU
BS Colorado State University – Health and Exercise Science
DPT Boston University

Ronni Wilderson, OTR, Contributing Faculty – TXDA
AS North Central Texas College – COTA
BS Texas Woman's University – Psychology
MOT Texas Woman's University

Stacy Williams, PT, DPT, OCS – CASM Flex
BS University of California – Animal Physiology and Neuroscience
DPT University of St. Augustine for Health Sciences

Elizabeth Wilson, OTD, OTR/L, CLT, Assistant Professor, Academic Fieldwork Coordinator – CASM
BA University of Missouri-Columbia – Home Economics Journalism
MS University of St. Augustine for Health Sciences – Occupational Therapy
OTD Rocky Mountain University of Health Professions

Sean Witkin, PT, DPT, ADCE, Instructor – CASM
DPT University of St. Augustine for Health Sciences
BS California State University-San Marcos – Kinesiology

Kathy H. Wood, PhD, FHFMA, CHSE, CAHME Fellow, Senior Program Director, Post Professional and MHA/MHS – FLSA
BSBA Appalachian State University – Health Care Management
MBA Winthrop University – Business Administration
PhD Capella University – Organization & Management, Information Technology, Healthcare Administration

Ryan Wooley, PT, DPT, Instructor – TXAU Flex
BS Colorado College – Geology
DPT University of St. Augustine for Health Sciences

Heidi Woolley, Associate Professor, Assistant Program Director – FLSA
BS Brigham Young University – Special Education
MS Boston University – Occupational Therapy
OTD Boston University

Sara Wyckoff, PhD, MHS, OTR/L, Contributing Faculty – CASM
BS Western Michigan University – Occupational Therapy
MHS University of Florida – Masters Health Science, Pediatric Occupational Therapy
PhD University of Washington – Bio-Cultural Anthropology

Vanessa Yanez, MOT, OTR, Contributing Faculty – DE, TXAU
BS University of California, Irvine – Psychology
MS California State University – Occupational Therapy

Rebecca Yates, PhD., CCC-SLP, Contributing Faculty – TXAU, TXDA
BFA Southern Methodist University – Communication Disorders
MS Southern Methodist University – Communication Disorders
PhD University of Oklahoma – Communication Disorders

Mary Zadnik, ScD, Med, OTR/Associate Professor, Program Director – TXAU
BS Florida State University – Psychology
Graduate Certificate OT Temple University – Occupational Therapy
MEd Western Maryland College – Education
ScD Towson University – Occupational Science

Amanda Zappler-Isley, AuD, CCC-A, Contributing Faculty – TXAU
BS University of Texas at Austin – Early Childhood Education
MA University of Texas at Austin – Audiology
AuD A.T. Still University

Negin Zare, DPT, PT, MOT, OTR/L, Contributing Faculty – CASM
BA University of California, Irvine – Women's Studies
MOT University of St. Augustine for Health Sciences
DPT University of St. Augustine for Health Sciences

Natalia Zborovsky, PT, DPT, Instructor – FLSA
DDM University of Medicine and Dentistry – Dental Medicine
DPT University of St. Augustine for Health Sciences

Zachary Zwierz, OTR/L, Contributing Faculty – TXAU
BA University of Iowa- Health and Human Physiology
MOT University of St. Augustine for Health Sciences

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

supports cross-disciplinary and multiskilled practices in addition to clinical specialization. As such, USAHS offers its seminars to a variety of professionals—provided their education and licensure enable them to use the instruction provided.

USAHS 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.

Registration and Program Information

Continuing Professional Education Faculty

Last updated July 1, 2024

Cathy E. Busby, PT
BS Appalachian State University
MAT University of North Carolina
MS Duke University

Matt Daugherty, PT, OT
BA University of Akron
MOT University of St. Augustine for Health Sciences
DPT University of St. Augustine for Health Sciences

Eric Furto, PT
BSPT Northern Illinois University
DPT University of St. Augustine for Health Sciences

Amanda Grant, PT
BS University of New England
DPT University of St. Augustine for Health Sciences

Jennifer Flage Hobson, PT
BA University of Maryland
BS University of Maryland
BSPT Hogeschool van Amsterdam, The Netherlands
DPT University of St. Augustine for Health Sciences

Michael Irwin, PT
BA Slippery Rock College
BS Georgia State University

DPT University of St. Augustine for Health Sciences
MHSc University of St. Augustine for Health Sciences

Eric Krell, PT
BScPT Southwest Baptist University
DPT University of St. Augustine for Health Sciences

John Layne, PT
BS Brigham Young University – Physical Education
MPT University of St. Augustine for Health Sciences
DPT University of St. Augustine for Health Sciences

Elaine Lonnemann, PT
BS University of Louisville
MScPT University of St. Augustine for Health Sciences

Scott Love, PT
BS St. Francis University – Health Science
MPT St. Francis University
DPT University of St. Augustine for Health Sciences
DHSc University of St. Augustine for Health Sciences

Garrett Mandel, PT
DPT University of St. Augustine for Health Sciences

Andy Naas, PT
BS Mercyhurst College
MPT University of St. Augustine for Health Sciences
MHSc University of St. Augustine for Health Sciences

Catherine E. Patla, PT
BS Fairleigh Dickinson University
PTA Fairleigh Dickinson University
Certificate in PT University of Pennsylvania
MMSc Orthopaedics, Emory University
DHSc University of St. Augustine for Health Sciences

Melinda Petty, OT
BA Augustana College
MOT University of St. Augustine for Health Sciences
DPT University of St. Augustine for Health Sciences

Mark Strickland, PT
BSPT University of Texas Medical Branch at Galveston

Markus Towne, PT
BSc Colorado State University – Health and Exercise Science, Sports Medicine
DPT University of Colorado Anschutz Medical Campus

Michael Turner, PT
BS University of Florida
MScPT University of St. Augustine for Health Sciences

James A. Viti, PT
BS University of Maryland at Baltimore
DPT University of St. Augustine for Health Sciences
MScPT University of St. Augustine for Health Sciences

Sabrina Wang, PT, OT
B.S. Arch IM University of Technology
MOT University of St. Augustine for Health Sciences
DPT University of St. Augustine for Health Sciences

Continuing Professional Education

Continuing Professional Education Office

Telephone: 800-241-1027, ext. 1400

Lori Hankins, Director of Continuing Education	ext. 1203	lhankins@usa.edu
Ouida Howell, Assistant Director of Continuing Education	ext. 1266	ohowell@usa.edu

Certification Event

Certification Preparation and Exam is a three-day event covering each area in the prerequisite seminar track to provide a review of the content of each prerequisite seminar. The instructors also present an update where appropriate. The objective is the safe application and interpretation of advanced clinical skills. Certification results are confidential. The names of those who pass are published only with written authorization. Some attend the week purely for the value of review. Those who do not satisfactorily complete all the components of the certification process may be retested.

A candidate may register to attend the Certification Preparation and Examination Event provided the candidate completes all the prerequisite seminars for the chosen certification prior to attending the certification testing event.

Note: Early registration is encouraged, as waiting lists often develop. The special refund policy for certifications is designed to discourage late withdrawal.

Publication

Upon successful completion of certification, therapists may give permission for their names to be added to the Certification Graduate Listing. This listing is made freely available to professional colleagues and for referrals and is a highly regarded resource. Therapists can access the Certification Graduate Listing by visiting the USAHS continuing education website at cpe.usa.edu and selecting the tab labeled Certification Graduate Listing.

Certification Curricula

The S1 and S3 seminars are requirements for both the manual therapy and craniofacial certifications and do not need to be repeated when obtaining more than one of the above certifications. Each certification is summarized below, along with who may attend, applicable CEUs, and seminar tuition amounts.

Registration Policies and Procedures for CPE and Certifications

Admission to continuing professional education seminars is open to all appropriately licensed healthcare professionals. While every effort is made to allow therapists to attend any seminar of their choosing, certain advanced seminars require prerequisite seminars. Seminars are structured to be integrated with specialty certifications. The University reserves the right to restrict attendance to only those professionals whom it determines have appropriate qualifications. Health practitioners other than physical and occupational therapists (e.g., MDs, Physical Therapy Assistant, Occupational Therapy Assistant) may attend selected seminars, provided their license enables them to practice the content of the seminar.

To register for Continuing Education seminars, please go to the Continuing Education link located at cpe.usa.edu. If further assistance is needed, please call 1-800-241-1027 x1400.

Registration-Deposit: A $100 non-refundable deposit is required when registering for a seminar. A 50% non-refundable, non-transferable deposit is required when registering for a certification.
Registration-Balance & Refund Policy: Tuition is due 30 days prior to the first day of the seminar. With two weeks' notice of seminar cancellation, tuition may be transferred

to another seminar, placed into a funds on hold account, or the balance, (less the $100 deposit) may be refunded.

Cancellations occurring up to three working days prior to the start of the seminar, only 50% of the balance will be refunded. Within three working days' notice, 100% of balance may be transferred to another seminar or placed into a funds on hold account. No refunds will be issued. Transfer of funds limited to two seminars. After the seminar begins, no refunds may be issued.

Seminar dates, locations, and tuition are subject to change. Notice is sent when class is confirmed. Please verify the seminar has been confirmed before booking non-refundable reservations by calling the Continuing Professional Education Department 1-800-241-1027 x1400.

In the event of employer-paid registrations, the employer has the right to cancel the registration under the above policy. The therapist will be contacted and may be given the option to remain registered for the seminar and become the responsible party for the tuition.

Tuition Refund Policy for Iowa Residents

For Iowa resident online students, continuing education seminar tuition refund fees are determined in accordance with the policy above.

In the event of employer-paid registrations, the employer has the right to cancel the registration. The CPE administration will contact the registered therapist and to discuss options regarding how to remain registered for the seminar and become the responsible party for the fee.

Retention of Student Records

The University retains CPE student records indefinitely.

Continuing Education Units (CEUs)

Enrolling and attending our continuing education seminars qualifies the therapist for a certificate of attendance which confers continuing education units. These CEUs are accepted by most state licensing bodies toward maintaining the professional license. It is the responsibility of the individual therapist to ensure the CEUs are approved in their state.

Seminar Approvals/Accreditation

The University of St. Augustine for Health Sciences is accredited by the International Accreditors for Continuing Education and Training (IACET) and offers IACET CEUs for its learning events that comply with the ANSI/IACET Continuing Education and Training Standard. IACET is recognized internationally as a standard development organization and accrediting body that promotes quality of continuing education and training.

All USAHS 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. Seminars are scheduled a year in advance, and the seminar catalog may be viewed on the USAHS continuing education website at cpe.usa.edu. Continuing education seminar calendars are also available by calling 1-800-241-1027, ext. 1400. The University aims to offer each listed seminar 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 is full, therapists who have applied have the option of being placed on a waiting list, transferring to another seminar, or receiving a refund. Early registration is recommended.

Cancellation by the University

USAHS CPE does not wish to cancel the advertised seminars; however, it is sometimes necessary. Registrants are notified a minimum of three weeks prior to the seminar start date. USAHS is not responsible for reimbursement of expenses, including nonrefundable airline tickets.

Hours of Attendance

Unless otherwise noted, most seminars begin at either 8:00, 8:30, or 9:00 a.m. on the first day, and run from seven to eight hours daily, not including the lunch hour. All sessions must be attended. Should more than two hours of any one seminar be missed,

the policy of the University is to exclude the student from further participation in that seminar, at the discretion of the instructor. The instructor will determine whether missing that specific part of the seminar compromises the student's understanding of subsequent sessions or may place a fellow student or future patient in jeopardy. The Certificate of Attendance may be withheld as the stated hours may no longer be valid. (Remedial activity may be required.)

Sequencing of Seminars

Some CPE seminars require that a prerequisite seminar be taken first. Contact the CPE Registration Office for more information.

Seminars from Other Organizations

The University is unable to recognize prerequisite seminars given by instructors outside of the University for continuing education seminars.

Accommodations

Most continuing education seminars outside of St. Augustine are held at hotels or at sponsoring clinical sites. Securing room accommodations may be accomplished by contacting the hotel directly or through a travel agent. Please note that the University is not responsible for the standard of your accommodations. On occasions where securing conference space at a hotel is linked to patronage of guest rooms, those that elect to stay at the designated hotel will have priority of registration.

Dress

Dress should be appropriate for attending a professional conference. Good judgment is required when attending seminars held in a hotel that is frequented by other professionals. For the practical sessions, usually beginning the first day, the registrant must be prepared to expose the area under examination. For extremity seminars, all peripheral joints apart from the hip will need to be exposed. Shorts or loose slacks are preferred for lab sessions. For spinal seminars, the entire spine from the occiput to sacrum must be exposed except for a narrow bra or bikini top. One-piece bathing suits that do not easily expose the iliac crest and sacrum are unacceptable as they may interfere with the learning process of other registrants.

Physical Health

Instructors maintain the right to discontinue instruction to any student who is in unsatisfactory health due to illness.

Students who are pregnant must inform the instructor. At the student's discretion, and with permission of the instructor, she may be a full participant with the exception of manipulation techniques that involve stretching the soft tissues around the pelvis and subcranial regions.

Cosponsorship of Seminars

The University welcomes inquiries to cosponsor seminars. Generally, the University requires the cosponsor to provide space and amenities at a convenient and suitable location as well as to help promote local and regional attendance. In return, USAHS provides a complimentary seat and opportunities to earn additional free seminar slots based on paid registrations. In addition, discounted tuition is also offered to individuals identified by the cosponsoring hospital, school, clinic, or chapter. Further information is available from the Assistant Director of Continuing Professional Education.

Release of Liability

It is required that students who are registering for a seminar with a laboratory component sign a Release of Liability Form. The form is distributed at the seminar and completed before the commencement of the program.

Craniomandibular Head, Neck, and Facial Pain Certification

Seminars	Who Attends	CEU	Tuition
Spinal Evaluation and Manipulation (S1)	PT	2.0	$595.00
Advanced Craniofacial, Cervical, and Upper Thoracic Spine (S3)	PT	2.0	$595.00
Intermediate Craniofacial	PT	1.5	$495.00
Advanced Craniofacial	PT	1.5	$495.00
State of the Art Craniofacial	PT	1.5	$495.00
Certification in Craniomandibular, Head, Neck, and Facial Pain (CFC)	PT	2.3	$995.00
Totals		**10.8**	

Manual Therapy Certification

Seminars	Who Attends	CEU	Tuition
Spinal Evaluation and Manipulation (S1)	PT	2.0	$595.00
Upper Extremity Evaluation and Manipulation (E1)	PT/OT	1.5	$495.00
Lower Extremity Evaluation and Manipulation (E1)	PT	1.5	$495.00
Extremity Integration (E2)	PT	2.1	$595.00
Myofascial Manipulation (MF1)	PT	1.8	$495.00
Advanced Pelvis, Lumbar and Thoracic Spine Including Thrust (S2)	PT	1.8	$495.00
Advanced Craniofacial, Cervical and Upper Thoracic Spine (S3)	PT	2.0	$595.00
Functional Analysis: Lumbo-Pelvic-Hip Complex (S4)	PT	1.6	$495.00
Certification in Manual Therapy (MTC)	PT	2.4	$995.00
Totals		**16.7**	

Summary of Changes

Effective September 1, 2024

Fall Catalog Revisions

Academic Calendar

2024–2025 Academic Calendar

- The drop date for all subterms is the 7th day of the subterm.

Campuses and Clinical Sites

Degrees and Certificates

- Now offering the revised DPT curriculum (7 term and 9 term).
- Now offering Hybrid Immersion MOT at the San Marcos and St. Augustine campuses.
- Now offering SLP at the San Marcos campus.

Parking

- Includes information on parking for hybrid immersion and SLP students.

Admissions, Records, and Registration

Application for Admissions MS-SLP

- SLP students admitted with pending prerequisites must complete the prereqs at USAHS within Term 1 and/or Term 2.

Leave of Absence (LOA)

- Students who are contingently admitted in their first term and have not completed all admission requirements are not eligible for an LOA.
- Students are allowed **one** LOA throughout the duration of their program.
- Students may not request short-term LOA or administrative LOA; it is used solely at the University's discretion.

Published April 2025. Information is accurate as of the date of publication. The online catalog at http://catalog.usa.edu/ is updated throughout the academic year. Parties should consult the online catalog for current information.

- An LOA results in a grade of WL for all enrolled courses. Grades of WL are not calculated in the maximum number of course withdrawals; however, they are counted toward the pace and maximum timeframe calculations under the Satisfactory Academic Progress policy.

Address Changes

- Students must update their local address before the first day of class for the trimester and/or clinical rotation.
- Students who move to a state where USAHS does not have approvals to offer the program or where it does not meet state licensure requirements risk being dismissed from the program.

International Students Applying for Admission

- Students in Flex or Hybrid Immersion or other distance education programs or courses are not eligible for the Exchange Visitor Program.

University Policies

Title IX Policy

- Policy complies with federal regulations.

Student Code of Conduct

- Updated to ensure a safe environment and foster a culture of integrity and professionalism reflective of the mission and core values of the University. Students should ensure they are familiar with the expectations and requirements in the Student Code of Conduct.

Accessibility and Accommodations

- Available accommodations include those who are pregnant, postpartum, or nursing.

Professional Misconduct Policy

- Clarifies the jurisdiction and scope of the PMC.

Faculty/Staff and Student Relationships

- Faculty and staff must not engage in consensual romantic or sexual relationships with current students, and preexisting relationships must be reported to HR immediately.

Academic Policies

Trimester/Terms

- Subterms (including D and E) began in Summer 2024 term.
- Now includes the new Subterm D and Subterm E modules that occur in the DPT 7-term curriculum and the DPT 9-term curriculum.

Attendance and Academic Engagement

- Students who do not participate in academic engagement for more than 14 consecutive calendar days are subject to program withdrawal.
- Now includes attendance requirements for Hybrid Immersion pathways.

Grading

- **Grade Change:** Grade Change policy is now located in the Grading section.
    - Students have **five** days after the last day of the term to request a grade change.
    - The student **must** request the change by email to the course instructor *and* the PD.
    - There is no additional appeal option after the decision from the instructor/PD.
- **Grading Policies for DPT 7-Term Curriculum and 9-Term Curriculum**
    - Now includes new policies specific to the DPT 7-term curriculum and DPT 9-term curriculum, such as Signature Assignments, Practicals and Skills Checks, and the 70% Rule.
- **WL Grades**
    - Added a grade of WL (Leave of Absence Withdraw) to denote that a student took a Leave of Absence once a term has started, withdrew from those courses, and will receive a grade of "WL" on their transcript for those courses.

Financial Information

Tuition and Cost of Attendance

- Now includes tuition and cost of attendance for the Fall 2024 term.

Financial Assistance Programs

- Interest rates and fees originating on or after October 1, 2023, and before October 1, 2024, are now available.

Safety, Security, and Technology

Safety on Campus

- The phone number to report any security concerns on the St. Augustine campus has changed to 904-466-4537.
- Security phone numbers are located on the back of student IDs. Students also should save their campus' security phone number in their cell phone.

Technology Requirements

- Student's laptops/computers must now have at least **16 GB** of memory.

College of Rehabilitative Sciences

DPT, Flex DPT

- Now includes the plan of study for the DPT 7-term curriculum and the DPT 9-term curriculum.

September 6, 2024

Accreditation and Approvals

- The CAPTE accreditation statement is updated with the contact information for the new program director for the Austin campus DPT program, Dr. Chris Wise.

Spring Catalog Updates

December 3, 2024

Occupational Therapy, PPOTD (MS-Entry, 27-Credit Hour Program)

- Now offering a master's-entry, 27-credit hour program to earn a PPOTD degree.

Nursing Practice, DNP, Nursing, MSN, and Nursing, RN-MSN

- The FNP and AGNP role specialties in these programs require one on-campus intensive lasting up to five days. The PMHNP role speciatly in these programs requires one virtual intensive.

NUR 7100, NUR 7161, NUR 7400, NUR 7461, NUR 7560, NUR 7580, NUR 7571, NUR 7572, NUR 7573, IPE 7121, IPE 7400

- Courses have revised course descriptions, prerequisites, and in some cases revised titles.

Tuition and Cost of Attendance

- Updated tuition and cost of attendance is now available for the Spring 2025 Term.

December 9, 2024

PHT 5117C - Integrated Foundational Sciences

- PHT 5117C and PHT 5127 are now one combined course (PHT 5117C), taking place in Term 1, Subterm A (15-weeks) for DPT students who started Fall 2024 or after.

January 6, 2025

Tuition and Cost of Attendance

- Corrections to tuition and fees include:
    - San Marcos DPT 8-term program fee is $5,000.
    - San Marcos DPT 7-term program fee is $4,375, books is $3,675, and transportation is $7,427.
    - San Marcos DPT Flex 9-term program fee is $5,625.
    - St. Augustine MOT 93-credit tuition is $15,174/term and $91,042 for program; the program fee is $3,750.
    - Dallas OTD Flex 12-term program fee is $7,500.
    - RN-MSN-PMHNP tech fees are $6,600.
    - MSN, non-NP tech fee is $2,400.

January 10, 2025

NUR 7801, NUR 7802, NUR 7803

- These courses have revised course descriptions.

Board of Directors

- The Board of Directors list is updated to reflect changes to the board.

February 4, 2025

Grading

- The DPT program is not implementing competency assessments at this time.

February 18, 2025

- Updated the Title IX policy.

February 20, 2025

- Updated the physical address for the St. Augustine, FL Campus

March 7, 2025

State Licensure and Approvals and Complaints Policy

- Updated contact information for the state of Maryland.
- Added contact information for the state of Oklahoma to the Complaints Policy.

Tuition and Cost of Attendance

- Corrected amount for the fees and books for San Marcos Hybrid Immersion MOT and for MSN, Non-Specialization

March 13, 2025

- Corrected the course description for OCT 5335C Clinical Applications in Mental Health Settings.

March 31, 2025

Complaints Policy

- 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, *which can be obtained on the bureau's internet website* at http://www.bppe.ca.gov/enforcement/complaint.shtml

State Licensure and Approvals

- A student or any member of the public may file a complaint about the University *this institution* with the Bureau for Private Postsecondary Education *by calling 888-370-7589 or by completing a complaint form, which can be obtained on the bureau's internet website at http://www.bppe.ca.gov/enforcement/complaint.shtml.*

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

- *English language services (including instruction such as ESL) are not provided.*

Summer Catalog Updates

April 7, 2025

Academic Appeal Policy

- The process to appeal academic dismissal has been revised.

SLP Preparatory Pathway

- The program added an admissions pathway for students who are completing leveling courses prior to full admission to the MS-SLP program.

Tuition Refund Policy

- The refund policy for Wisconsin students has been condensed to one policy for both entry-level and post-professional students.