

Please carefully review the philosophies and statutes of Duquesne University and the John G. Rangos, Sr. School of Health Sciences (RSHS) printed below:

UNIVERSITY MISSION STATEMENT

Duquesne University of the Holy Spirit is a Catholic University, founded by members of the Congregation of the Holy Spirit, the Spiritans, and sustained through a partnership of laity and religious. Duquesne serves God by serving students - through commitment to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service to the Church, the community, the nation, and the world.

RSHS MISSION STATEMENT

The Rangos School of Health Sciences faculty will educate students to be excellent health science professionals and leaders in their field who respect the uniqueness of their patients/clients. In the spirit of Duquesne University, moral, ethical and spiritual values support the scientific and philosophic underpinnings of all Rangos School of Health Sciences curricula. Students will be provided with opportunities and experiences to foster the development of comprehensive knowledge for practice in health care, education, and other professional settings. This knowledge will support advanced graduate education and scholarship. Graduates from the Rangos School of Health Sciences will be culturally-competent health science professionals who demonstrate competence, leadership, expertise, and a profound moral/ethical respect for their patients/clients, professional colleagues, and the general public.

NOTICE OF NONDISCRIMINATORY POLICY

Duquesne University prohibits and does not engage in discrimination or harassment on the basis of race, color, religion, national origin, sex, age, disability, or status as a veteran or disabled veteran. Duquesne University will continue to take affirmative steps to support and advance these values consistent with the University's mission statement. This policy applies to all educational programs and activities of the University, including, but not limited to, admission, educational policies, scholarship and loan programs and athletic or other University-sponsored programs. This is a commitment by the University in accordance with its religious values and applicable federal, state and local laws and regulations. Nothing herein, however, should be interpreted as a waiver by the University of its own Constitutional and legal rights based upon its religious affiliation.

NOTICE OF RIGHT TO PRIVACY

Under the Family Educational Rights and Privacy Act, access to student records by non-University personnel is restricted unless granted by the student, or dependency of the student is demonstrated by a parent or guardian.

NOTICE OF SEXUAL HARASSMENT POLICY

No member of the Duquesne University community may sexually harass another. Any employee or student will be subject to disciplinary action for violation of this policy. Questions or complaints of sexual harassment should be directed to the University's Affirmative Action Office.

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Provisions of RSHS Academic Student Handbook

As the educational process from admission through graduation requires continuing review and appropriate approval by University officials, the provisions of this handbook are to be considered directive in character. Information contained in this handbook is accurate and effective as of Fall 2010. The University and School, therefore, reserve the right to change requirements and regulations contained herein, as well as fees, tuition, room and board, and to determine whether an individual has satisfactorily met the requirements for admission or graduation.

IMPORTANT NOTE: The material contained herein is subject to change from time to time and this publication cannot be considered an agreement or contract between individual students and the School. The Rangos School of Health Sciences reserves the right to alter or amend the terms, conditions, and requirements herein, and to eliminate programs or courses as necessary. Once enrolled, students should consult on a regular basis with their Faculty Mentors and/or Academic Advisors for specific information regarding academic policies pertaining to their respective program.

I. GENERAL INFORMATION

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IMPORTANT - UNIVERSITY STUDENT EMAIL POLICY

A student’s Duquesne University personal email account is the official method of communication for Duquesne administrative matters. Students are required to periodically check their account for time critical notices such as billing notifications, insurance requirements or other important alerts or administrative notices requiring a timely response. Notice will be considered received one day following the date the notice is posted to a student’s email account. Failure of a student to check their email account does not excuse or exempt them from any actions required of them by the University.

GENERAL INFORMATION

HISTORY OF THE JOHN G. RANGOS, SR. SCHOOL OF HEALTH SCIENCES (RSHS)

On January 29, 1990, Dr. John E. Murray, Jr., then President of Duquesne University, announced that the John G. Rangos, Sr. School of Health Sciences was being created to "graduate professionals who will provide assistance to people in maintaining their physical well-being. It will make them more self-sufficient physically and provide great hope for their futures. It meets an overwhelming societal need and it enlarges opportunities for students at Duquesne. In serving the citizens of Western Pennsylvania and our students, this initiative is precisely in accordance with the purposes of Duquesne University." The Rangos School of Health Sciences was Duquesne's first new School since 1937.

On March 18, 1991, Mr. John G. Rangos, Sr., President and Chief Executive Officer of Chambers Development Company, Inc.; The John G. Rangos Charitable Foundation; and the Chambers Development Charitable Foundation, made a major gift to Duquesne University in support of the School of Health Sciences. In recognition of that gift, Dr. Murray announced the School would be named the John G. Rangos, Sr. School of Health Sciences (RSHS).

In September 1991, the first freshmen were admitted to the athletic training, health management systems, occupational therapy, perfusion technology, physical therapy and physician assistant programs; students were also admitted into the professional phase of the physical therapy program. In May 1992, the professional phase of the physician assistant program was initiated and in September 1992, the professional phase of the athletic training and occupational therapy programs were implemented. In September 1993, the health management systems professional phase was implemented. During the 1993-1994 academic year, the RSHS became fully operational. Approximately 700 students were enrolled from the freshman year through the fifth year of the entry-level master's degree programs. In September 1996, the first freshmen were admitted into the speech-language pathology program. In September 1998 the professional phase of the speech-language pathology program was inaugurated. In May 2002, the last class of perfusion technologists graduated from the perfusion technology program.

Duquesne University is proud of its association with regional health care organizations which provide unique clinical experiences for health sciences students. In addition, many private practitioner groups have contributed significantly to the development of the RSHS. A complete listing of RSHS clinical affiliation sites is available in the Office of the Dean.

MISSION OF THE RSHS

The Rangos School of Health Sciences faculty will educate students to be excellent health science professionals and leaders in their field who respect the uniqueness of their patients/clients. In the spirit of Duquesne University, moral, ethical and spiritual values support the scientific and philosophic underpinnings of all Rangos School of Health Sciences curricula. Students will be provided with opportunities and experiences to foster the development of comprehensive knowledge for practice in health care, education, and other professional settings. This knowledge will support advanced graduate education and scholarship. Graduates from the Rangos School of Health Sciences will be culturally-competent health science professionals who demonstrate competence, leadership, expertise, and a profound moral/ethical respect for their patients/clients, professional colleagues, and the general public.

PHILOSOPHY OF RSHS

The Rangos School of Health Sciences was founded in concert with the educational philosophy and objectives of Duquesne University. Students are exposed to a broad liberal arts education with emphasis on

understanding the scientific, theoretical and theological constructs of the world. Academic programs in the Rangos School of Health Sciences emphasize scientific theories that support the skilled ethical practice of the various professions, coupled with a strong appreciation and understanding of spiritual values. To prepare students to succeed in diverse employment settings, the Rangos School of Health Sciences instills in-depth practical and theoretical knowledge of health sciences, enhanced by a rich infusion of moral, ethical and spiritual values. Through this preparation, students will become cognizant of the needs of their patients/clients, their colleagues, and the settings in which they practice. Students will develop an understanding of the necessity for on-going research and are prepared to advance the bodies of knowledge in their respective professions through their research efforts. The ultimate goal of the educational programs within the Rangos School of Health Sciences is to educate outstanding health science professionals and citizens capable of explaining, investigating, and delivering the highest level of service with kindness, dignity, responsibility, and respect.

ACCREDITATION

The RSHS has successfully achieved full accreditation for all programs in the school. Each program must be accredited in order for its students to be eligible to take the appropriate certification, licensure or registration examinations.

Athletic Training

The Athletic Training education program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), in collaboration with the National Athletic Trainers Association, American Academy of Family Physicians, American Academy of Pediatrics, and the American Orthopaedic Society for Sports Medicine. During its most recent evaluation, the program received the maximum award of continuing accreditation. The program is scheduled for its next comprehensive review by CAATE during the 2013-2014 academic year.

Occupational Therapy

The occupational therapy program was re-accredited on April 25, 2009 by the Accreditation Council for Occupational Therapy Education (ACOTE). This accreditation is effective for ten years. Information regarding the accreditation status is available from the Accreditation Council for Occupational Therapy Education, 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. (Telephone Number 301-652-2682).

Physical Therapy

The physical therapy program was initially accredited on May 12, 1993 by the Commission on Accreditation on Physical Therapy Education (CAPTE), and re-accredited in 2008.

On March 6, 2001 the Pennsylvania State Board of Education granted approval to Duquesne University for a program in physical therapy leading to a Doctor of Physical Therapy degree.

Physician Assistant Studies

The physician assistant studies program was accredited on October 28, 1993 by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), in collaboration with the Accreditation Review Committee on Education for the Physician Assistant (ARC-PA). In 1996, CAAHEP extended accreditation for an additional three years based upon a peer review conducted by ARC-PA and the commission's Council on Accreditation (CAR). The ARC-PA again visited the program in 1999, 2003, and 2007 and will undergo another site visit in spring 2012.

Speech-Language Pathology

The Master of Science education program in speech-language pathology at Duquesne University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700. The speech-language pathology program received initial accreditation from the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) on August 1, 2002. An eight-year re-accreditation, the maximum time frame, was awarded on August 1, 2007.

On November 1, 1999 the Pennsylvania Department of Education initially approved the teacher certification program for "Teachers of the Speech and Language Impaired" at Duquesne University. Final approval was received on October 29, 2002 and approval was renewed in the spring of 2006. Also in 2006, the entire teacher education program at Duquesne University, including the speech-language pathology program, was awarded five-year accreditation by the National Council for Accreditation of Teacher Education (NCATE).

FACILITIES AND EQUIPMENT

The Health Sciences Building houses teaching, research, and multimedia laboratories which are available to students at the discretion of the faculty. The building is open throughout the day, evenings, and posted hours on weekends. Many faculty offices and teaching and research laboratories are in this building and provide RSHS students opportunities for simulated clinical practice. The Kristen L. McMasters Biomechanics Laboratory on the second floor has a state-of-the-art motion analysis system and is used for both research and teaching. The fourth floor includes the Department of Physician Assistant Studies Teaching Laboratory, three private examination rooms and offices, Office of Sponsored Research, the Anatomy Research and Teaching Laboratory, and Multimedia Teaching Laboratory. The human simulation laboratory on the second floor has a life-size male and infant mannequin that can replicate a variety of clinical scenarios which can be video recorded.

Fisher Hall, formerly Fisher Scientific Building, houses the Departments of Health Management Systems and Speech-Language Pathology, the Speech-Language-Hearing Clinic, and teaching and research labs for exercise physiology, occupational therapy, physical therapy and speech-language pathology.

At the discretion of the faculty, teaching and research laboratories are available to students outside of class time. The Health Sciences Building is open Monday through Thursday from 7:00 a.m. to 10:00 p.m.; Friday from 7:00 a.m. to 9:00 p.m.; Saturday from 8:00 a.m. to 4:00 p.m.; and Sunday from 10:00 a.m. to 4:00 p.m. Fisher Hall is open Monday through Thursday, 6:30 a.m. to 10:00 p.m.; Friday and Saturday, 6:30 a.m. to 5:00 p.m. Fisher Hall is closed on Sunday.

Behavior and Maintenance of RSHS Facilities and Equipment

As a school of health sciences, the RSHS will not condone the use of any tobacco products, or the abuse of alcohol or controlled substances. Therefore, smoking and chewing tobacco, alcohol consumption, and illegal drug use are not permitted in any area within the Health Sciences Building or the Health Sciences area within Fisher Hall.

All faculty, staff, and students who utilize the RSHS facilities and equipment are expected to treat these facilities and equipment with respect. Students must refrain from utilizing any equipment or facility without the appropriate supervision or permission of a RSHS faculty or staff member. All equipment should be cleaned and returned to the location from which it was taken in the same condition as it was at the time of use. Behaviors or actions which detract from the appearance of the building, appearance or function of equipment, or the integrity of its academic programs will not be tolerated and may be cause for dismissal from the RSHS.

ACADEMIC PROGRAMS AND DEGREES

Bachelor's Degree Programs

The RSHS offers four-year bachelor's degree programs in athletic training (B.S. in Athletic Training) and health management systems (B.S. in Health Management Systems) which follow a traditional curricular design. The academic model for these programs is two years of liberal arts and science requirements followed by two years of professional education. Athletic Training students will have one professional course with an associated laboratory in each of the sophomore year semesters. Students who fail to meet all programmatic requirements in Athletic Training may be eligible to meet the degree requirements for the Bachelor of Science in Health Sciences. The Department of Health Management Systems also offers a joint HMS/Pre-Health program.

Entry-Level Master's Degree Programs

The RSHS offers five-year entry-level master's degree programs in occupational therapy (M.S.), physician assistant studies (M.P.A.S.) and speech-language pathology (M.S.). The academic model for occupational therapy is two and a half years of liberal arts and science requirements followed by two and a half years of professional education; physician assistant studies and speech-language pathology are three years of liberal arts and science requirements followed by two years of professional education. The occupational therapy program also has a two-year post-baccalaureate program that begins in January each year. Students in the speech-language pathology program have the option of completing a master's thesis. Typically, professional-level education occurs on a year-round basis during the fall, spring, and summer semesters. These models are unique for these professions and provide the RSHS faculty the opportunity to maximally utilize the excellent core curriculum and science offerings at Duquesne as the basis for creative, professional curricula. All of the five-year entry-level master's degree programs award a Bachelor of Science in Health Sciences at the end of the fourth year and a master's degree at the end of the fifth year. Students who have already earned a bachelor's degree will not be awarded a B.S. in Health Sciences, but will work directly toward the appropriate master's degree.

Master's Degree Programs

The Master of Health Management Systems program is a 36-credit, project-oriented, problem-based curriculum. A joint MHMS/MBA option is available to those who have been granted admission into the MBA program as well. Students in this program follow the professional phase section of this Handbook. For further information, please contact the Department of Health Management Systems at (412) 396-4772.

Additionally, Master of Science degree programs are available in occupational therapy and speech-language pathology. The occupational therapy and speech-language pathology programs are two-year graduate programs designed for students who have earned bachelor's degrees in their disciplines or who have earned degrees in a different major, and have completed additional prerequisite courses. For further information, visit <http://www.duq.edu/health-sciences/> or call the Department of Occupational Therapy at (412) 396-5945 or the Department of Speech-Language Pathology at (412) 396-4225.

Doctor of Physical Therapy Program

The physical therapy program at Duquesne University prepares students to meet the American Physical Therapy Association (APTA) vision by offering the Doctor of Physical Therapy degree. Students may enter as freshmen and participate in the six year program that is comprised of three pre-professional years and three professional years of study. These students graduate with a Bachelor Degree in Biology and a Bachelor Degree in Health Sciences upon completion of four years, and the Doctor of Physical Therapy degree upon completion of the sixth year. Students may also enter the program at the start of the three year professional phase, after receiving an undergraduate degree. These students receive the Doctor of Physical Therapy degree after the completion of the three year graduate course of study. All students who are granted the

Doctor of Physical Therapy degree are eligible to take the national licensing exam that allows them to practice physical therapy.

Graduate Program in Rehabilitation Science

The Graduate Program in Rehabilitation Science offers a Ph.D. (72 credits) degree. The program in Rehabilitation Science is a specialized curriculum in Orthopedics & Clinical Biomechanics. The curriculum is an integrative endeavor of the Departments of Athletic Training and Physical Therapy. The academic course of study and the research focus are designed to meet the academic needs of the student and the collaborative research initiatives of the student and faculty. Graduates of the program will be productive members of the academic community who are engaged in teaching, research and scholarship. For further information, please contact Dr. Christopher R. Carcia, Program Director, at (412) 396-5545 or carcia@duq.edu.

Joint, Dual and Second Degree Opportunities

The RSHS offers several joint degree programs and second degree opportunities in Occupational Therapy, Physical Therapy and Speech-Language Pathology. Students must formally apply for these programs.

Three joint degree programs are available within the Rangos School of Health Sciences for already enrolled RSHS students. These programs are between the Bachelor of Science in Athletic Training and the Master of Science in occupational therapy (AT/OT); Bachelor of Science in Athletic Training and Master of Physician Assistant Studies (AT/PAS), and the Bachelor of Science in Athletic Training and the Doctor of Physical Therapy (AT/PT). Physical Therapy students also may apply for the joint AT/PT degree. Enrollment is limited in some of these joint degree programs; therefore, admission is competitive. Students transferring into these majors must be admitted and enrolled in courses for the major to be considered for these joint degree programs.

The Athletic Training/Occupational Therapy (AT/OT) program is available to both currently enrolled students in either AT or OT as well as those seeking initial admission into the RSHS. Majors in Athletic Training have the opportunity to complement their Bachelor of Science degree with a Master of Science in Education degree, with eligibility for an Instructional I Certificate in Secondary Biology.

The Departments of Occupational Therapy and Psychology offer a five-year joint degree program leading to obtainment of the following: Bachelor of Science in Health Sciences, a Bachelor of Arts in psychology, and a Master of Science degree in occupational therapy. Please see either the Department of Occupational Therapy or Psychology for the requirements of this program.

The Department of Health Management Systems offers a dual program with the Post-Baccalaureate Pre-Medical Program in the Bayer School of Natural and Environmental Sciences. The first year of the dual program is science-intensive, consisting of three science courses (either general or advanced) and one non-science course each semester. This non-science course would be chosen from the MHMS course offerings. During the second year, the curriculum is health management systems-intensive, but still allows the student to complete any additional science courses needed. To ensure effective and appropriate scheduling, interested enrolled students should contact their respective department as early as possible during their programs to learn more about these opportunities.

The requirements for the joint, dual and second degree opportunities are more rigorous and involve more time and coursework than do any of the programs individually. Students also should be aware that the continuation in any of these joint, dual or second degree programs will have tuition and financial aid implications. Interested students are encouraged to investigate these implications and seek guidance through the Office of Financial Aid.

Academic Majors and Minors

Inter-School Majors and Minors

Should students decide to pursue an inter-School major or minor, they should carefully investigate the implications of an increased course and credit load, as well as ensure they will be able to complete all RSHS program requirements in time for entry into the professional phase of their respective program.

Inter-School Majors

The McAnulty College and Graduate School of Liberal Arts and the Rangos School of Health Sciences offer a five-year program leading to obtainment of the following: Bachelor of Arts in psychology, a Bachelor of Science in Health Sciences, and a Master of Science in occupational therapy.

Inter-School Minors

The School of Business offers a minor especially designed for Rangos School of Health Sciences. Students interested in pursuing an inter-school minor within the McAnulty College and Graduate School of Liberal Arts, Bayer School of Natural and Environmental Sciences, or School of Education should work with their RSHS academic advisor to discuss minor requirements and the minor declaration process. While the academic advisor will assist in identifying the appropriate course work for the minor, it is the student's responsibility to verify the courses with the appropriate department within the McAnulty College and Graduate School of Liberal Arts, Bayer School of Natural and Environmental Sciences, or School of Education. The Department of Occupational Therapy offers a minor in Human Occupation and Disability, as well as a minor in Health Sciences; see Department information for details.

The School of Education's Special Education program offers specific minors for occupational therapy and speech-language pathology students.

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ADVISEMENT AND REGISTRATION

ACADEMIC ADVISEMENT

Academic advisors and faculty mentors welcome contact with students and encourage them to seek assistance whenever necessary. They prefer to see students by appointment to ensure that proper time can be spent in addressing their concerns; during registration periods, in particular, appointments are generally required. Advisors are, however, willing to meet students without appointments when necessary.

Role of Academic Advisor

Duquesne University believes in providing comprehensive student advisement. All students are assigned to an academic advisor who will work with them throughout their career at the University. The advisor, located in the school in which the student is majoring, acts as an ombudsman for the student in his/her interaction with all officials throughout the University.

Advisors are trained to assist students in developing and maintaining academic schedules, securing financial aid, and interacting with professionals in other fields who will assist them in their social, psychological and spiritual development. To help maximize their success and satisfaction with University life, students are encouraged to meet with their advisor regularly.

Role of Faculty Mentor

Faculty in the RSHS has various responsibilities, the primary of which are teaching and scholarly work. Scholarly work includes individual research and research to prepare for classroom instruction. Faculty also serves as student advisors, participates in School and University committees, and is active in their professional associations. They are responsible to their Department Chairperson and Dean and carry various administrative responsibilities along with their teaching and scholarly work. Faculty members are extremely committed to the academic programs of their departments, school and University. Students should feel free to avail themselves of their faculty at any time, but respect their schedules. Office hours will routinely be posted by faculty, and these are to be observed by students. If any student has a pressing problem at any time, they should feel free to approach any faculty member or administrator within the RSHS.

For students enrolled in the professional phase, the faculty mentor serves as a resource in the student's field of study and works with the students to identify and address course difficulties, explore professional issues and ensure satisfactory progress in both didactic and clinical course work.

Assignment of Academic Advisors

All students are advised through the Office of the Dean located on the third floor of the Health Sciences Building. Academic advisors will be assigned to students according to major at the point of entry to the RSHS, and students will generally continue to work with the same advisor through graduation.

If students should change their major, their academic advisor also may change. All students in the professional phase and in the health management systems master's program have both an academic advisor and a faculty mentor from their respective programs.

Special Advisement Status Programs

The University designates students who need special academic services or are involved with specific University programs, to work with their academic advisors under a number of special advisement status programs. By identifying these students as having special concerns in regard to course selection and/or credit loads, academic advisors are better able to work with other departments within the University to serve their

needs. These special advisement status programs include close advisement, Program for Academic Excellence, and students on academic probation.

MAINTENANCE AND AVAILABILITY OF STUDENT RECORDS

Confidentiality of Student Records

The University regards a student's personal information and academic record as a matter of confidence between the student and the University. Primary student records are located in the Office of the Dean, Office of the Registrar, Financial Aid Office, and Office of Freshman Development and Special Student Services.

Duquesne University has adopted a policy consistent with the Family Educational Rights and Privacy Act of 1974 (FERPA - Public Law 93-380, Section 438, as amended) which allows each student to inspect and review his/her educational records and limits the circumstances in which information contained in a student's educational records might be disclosed to third parties, including parents. Further information and a copy of the policy entitled "Policy on Review and Disclosure of Student Educational Records" are available to any student through the *Office of Freshman Development and Special Student Services*. Under this policy, the following information is considered to be directory information which may be disclosed by the University unless a student contacts the Office of the Registrar and the RSHS and requests that such information not be disclosed: Name, address (both local and home), telephone number (both local and home), place of birth, dates of attendance, major field of study, class level, degrees, honors and awards received, previous institutions attended, past and present participation in officially recognized activities and sports and height and weight of athletes.

In order for third parties, including parents, to receive information regarding a student's college attendance or academic record directly from University officials, it is required by the FERPA that either the third parties prove financial dependence of the student upon them, according to the dependency test as defined in Section 152 of the Internal Revenue Code of 1954, or the student must grant a waiver of rights given by the FERPA. Requests for waivers can be submitted through DORI. Use Self-Service Banner > Personal Information > Answer a Survey > FERPA Waivers and Nondisclosure.

Semester Grades

Students can see their semester grades after the end of the final exam period each semester by clicking on the Final Grades link under Student Information > Student Records in Self-Service Banner.

The academic advisor reviews each student's semester grades to determine any course or QPA deficiencies. However, it is the student's responsibility to contact his/her academic advisor to discuss any deficiencies or incorrect grades and determine any necessary action. Students should carefully examine all grades for accuracy and immediately inform their course instructor of any errors.

Students should not request the Office of the Dean, individual departments, or faculty to send them unofficial grades. Students may access their grades through Self-Service Banner. Furthermore, student grades and academic status cannot be released to any person, other than the student, unless a waiver form is on record with the Office of the Dean or Registrar's Office.

Requests for Verification of Enrollment and Academic Status

Requests for verification of enrollment or academic status for insurance, scholarship, general funding or other consideration may be made through DORI and Self-Service Banner > Student Information > Student Records > Request Enrollment Verification, or through the Registrar's Office. If very detailed information, or a reference or evaluation from the Dean or faculty is required, the request should be directed to either the appropriate Department Chairperson or the student's academic advisor well in advance of the deadline for

submission. Requests made through the academic advisor for specific QPA or credit information should be made at least one week in advance.

ACADEMIC LOAD

Residency Requirements for Financial Aid and Graduation

Many financial aid and scholarship opportunities require students to complete a minimum number of credits in residence at the University. It is the student's responsibility to investigate these requirements and work with his/her academic advisor to meet them. Students should keep these residency requirements in mind when determining their credit loads each semester.

In order to graduate with any degree from Duquesne University, all students must complete the final 30 credits of their respective program in residence at the University.

A residency requirement of 60 credits exists for students who wish to be considered for academic honors upon graduation from any baccalaureate program.

Pre-Professional Phase

RSHS students normally carry five courses (15-18 credits) each semester, with no more than two or three sciences in any given semester. Students needing or electing to take summer course work normally carry no more than 12 credits in a summer semester. The amount and type of summer classes a student can handle depends upon the student and the length and pace of the course(s) involved.

A schedule exceeding normal credit limitations or academic loads must be approved by the respective Department Chairperson in concurrence with the Dean. The course work involved, as well as the student's background and ability to handle an increased credit or academic load, will be taken into consideration.

Student Athletes

According to University policy, student athletes must be enrolled as full-time students (12 or more credits a semester) and must successfully complete 24 credits during the academic year to maintain athletic eligibility. It is the student's responsibility to ensure he/she meets eligibility requirements and to proactively work with both his/her athletic advisor and an academic advisor to assure academic program requirements are also met. The University allows students to complete this course work during the fall, spring and summer semesters. Student athletes who choose to take only the minimum number of credits as described above should be aware of the implications of this reduced course load; they may have to take summer courses or heavier course loads in subsequent semesters to ensure they will fulfill all their program requirements in time for entry into the professional phase. Student athletes entering the professional phase should check with their Department Chairperson to ensure that all professional requirements can be met.

Students Under Close Advisement, Program for Academic Excellence

Students under close advisement within the Spiritan Division should take no more than 12-13 credits. These students should be aware of the implications of this reduced course load; they will have to take summer courses or heavier course loads in subsequent semesters to ensure they will fulfill all their program requirements in time for entry into the professional phase. It is the student's responsibility to proactively work with his/her academic advisor to assure academic program requirements are met.

Students on Academic Probation

The RSHS places no credit restrictions on students on academic probation. However, these students may have to enroll in future summer course work to ensure they will fulfill all their program requirements in time for entry into the professional phase.

Students Following a Part-Time Schedule

Students in the pre-professional phase, primarily those who have previous transfer credits, may work with their academic advisor to develop a part-time course plan. Evening course work is available at the University in the areas of the University core and humanities. Students must be aware that RSHS programs are full-time day programs. While the RSHS respects the need for a flexible academic schedule, students may not be able to continue outside obligations such as work.

Professional Phase

Throughout the entire professional phase, students can expect to carry full-time credit loads each semester, including summer, in most programs. Full-time schedules often include evenings. Students should carefully consider the feasibility of handling work and other obligations during this intensive and time-consuming professional portion of the program. Speech-language pathology students in the fifth year of the program will participate in off-site clinical practice during the day, and on-site classes in the evening. Coursework is typically scheduled two evenings each week, with classes usually ending by 8:30 p.m.

Students must be aware that RSHS programs are full time day programs. Students must take into consideration that their academic and clinical experiences may include evenings, weekends and holidays; students' schedules in the professional phase may not necessarily be consistent with the general University calendar in regard to standard final examination and vacation periods. While students are encouraged to participate in outside activities, they should also realize that the demands of the professional phase may present time constraints and conflicts with outside obligations (e.g., Tamburitzans, intercollegiate athletics, part or full-time employment). Students should contact their respective Department Chairperson to discuss these concerns.

REGISTRATION

Advisement and Registration

On-line registration is available through Self-Service Banner for most second-semester students and students who are in good academic standing with no financial obligation to the University. All registration and scheduling activities are conducted in consultation with the student's academic advisor.

Pre-Professional Phase

Students in the pre-professional phase of their program will meet individually with their academic advisor. These students should schedule appointments to register and should arrive prepared with preferred and alternative course choices made prior to their appointments.

Professional Phase

Students in the professional phase will be able to take advantage of proxy registration, which will be announced and conducted by their academic advisor. These students will not need to schedule individual appointments.

Registration Periods

New Students and Continuous Registration

Once the University's spring semester has ended and all currently enrolled Duquesne students have had an opportunity to register, the University operates a "continuous registration period" during which new students may meet with their academic advisors to register for both summer (if applicable) and fall classes.

Only students who have confirmed their wishes to attend the University by forwarding their deposit/confirmation form as requested in their acceptance letters will be contacted by an academic advisor in regard to registration activities.

Once contacted, students are encouraged to register as soon as possible to ensure a better selection of classes and class times, enable cross-registration, and allow time to investigate course options.

In order to register for classes, all new students must:

1. Submit their deposit/confirmation form to reserve their place in class and in the residence halls, if appropriate.
2. Submit all immunization and health history records to the Health Service as required by the University.
3. Make arrangements to meet with their academic advisor. Appointments are generally required. In some cases, students will be offered an opportunity to register via mail or phone.

Current Students and Pre-Registration

Current students will be contacted by their academic advisors in regard to upcoming registration activities. The University operates a "pre-registration period" for all currently enrolled students (this pre-registration period is held even earlier for athletes, Honors College, ROTC, Special Student Services, and Tamburitians). Pre-registration for the summer semester and fall semester normally occurs in March/April during the previous spring semester; pre-registration for the spring semester normally occurs in October/November during the fall semester. Students are strongly encouraged to register as soon as possible during pre-registration to ensure a better selection of classes and class times, enable cross-registration, and allow time to investigate course options.

In order to register for classes, all current students must:

1. Have fulfilled all financial obligations to the University for the previous semester.
2. Make sure the University has no financial, immunization, or academic hold on their registration.
3. Make arrangements to meet with their academic advisor, if in the pre-professional phase. Appointments are required and are scheduled according to the student's overall credit level.

NOTE: Students who are unable to remove financial, immunization, or academic holds on their registration, are still strongly encouraged to meet with their academic advisor during pre-registration to at least discuss future course options.

Final Registration

The first week of classes (fall and spring semesters) represents the add/drop and final registration period. Please check the Academic Calendar at www.duq.edu/registrar for dates. All students must be registered by the end of the Final Registration period.

During Final Registration, all students who have not already done so, have an opportunity to set up deferments, pay their bills, get information on Residence Life and student insurance, have their I.D.'s validated, and obtain parking permits.

Late Registration

Late Registration may be permitted for serious cause with the approval of the dean.

Registration Status

Active Status

All students who wish to maintain their seat within their particular program must be registered within the RSHS (even if for a leave of absence) for all semesters of enrollment until graduation. Once a student fails to register within the RSHS for a required semester, that student forfeits his/her seat in his/her respective program.

Leave of Absence

It is the student's responsibility to investigate the financial implications of taking a leave of absence or required leave of absence. An approved leave of absence or required leave of absence indicates the student will return in a subsequent semester without requiring the student to seek readmission. There are financial implications when registering for a leave of absence.

Pre-Professional Phase

Students who wish to take a leave of absence during either the fall or spring semester must submit his/her request in writing to his/her respective Department Chairperson for approval. The Department Chairperson must approve a leave of absence and that approval must be documented and on record/file in the Office of the Dean.

If written approval is given, the student would need to see his/her academic advisor to be put on a leave of absence. This leave of absence ensures that the student's records and seat in his/her class will be maintained under active status.

Students cannot take a leave of absence from Duquesne University in order to complete course work toward a RSHS program at another institution during that same period of time.

Professional Phase

Students who wish to take a leave of absence during any semester must discuss this option with their respective Department Chairperson prior to the start of the semester in question. Since the professional curriculum is sequential, any student requesting a leave of absence would need to seek permission to change his/her anticipated graduation date by a minimum of one year. This request must be submitted in writing to the appropriate Department Chairperson for approval.

The Department Chairperson must approve a leave of absence and that approval must be documented and on record/file in the Office of the Dean.

If written approval is given, the student would need to see his/her academic advisor to be put on a leave of absence. This registration ensures that the student's records and seat his/her in class will be maintained under active status.

Transferring Out of the RSHS

Students who wish to transfer from a RSHS program to another School at Duquesne University should consult with their current Department Chairperson and academic advisor and the School to which they would like to transfer. Students should do so at least one month prior to the start of any registration period in order to have sufficient time to explore major and course options before registration occurs. Once the internal transfer process has been completed, the student's seat in his/her RSHS program will be considered officially terminated.

Transferring Into the RSHS

Internal transfer students include any student enrolled in a School outside of the RSHS who seeks admission to a RSHS program or any student enrolled within the RSHS who seeks to transfer to another RSHS program.

Students seeking admission to another School or program within the RSHS should:

1. Pay particular attention to the required QPA and the prerequisites for that program.
2. Work with a financial aid counselor to investigate the financial implications of such a change.
3. Work with an academic advisor from the appropriate School or program to identify transferable and non-transferable courses and future course plans.

Registration Cancellation and Complete Withdrawal From the University

University Policy

Students who are registered for but have not yet attended classes for a particular semester may work with their academic advisor to cancel their registration. This must take place before the end of the add/drop period. Registration cancellations make the student eligible for a refund of all tuition and fee charges for the semester in question.

Students who have registered and attended classes for a particular semester and become unable to attend the University should consult with their academic advisor to withdraw from the University. Students are required to officially notify the Dean of the School of their intent to withdraw from any RSHS program. Notification received after the end of the add/drop period is subject to the official withdrawal policy. Withdrawal from room and board reservation contracts is to be made in accordance with the provisions of the contract.

Upon officially withdrawing from the University, a student may receive remission of part of the tuition charged for the semester in accordance with the Tuition Remission Schedule printed in the current Academic Calendar. Refunds are made upon request where a credit balance exists on the student's total account. It is the student's responsibility to investigate the financial implications of a total withdrawal.

The effective date of withdrawal for determining the percent of remission is based upon the date the University receives the letter of the student's decision to terminate attendance and request official withdrawal. It is also the recorded date of the student's separation from the University and regarded as the last day of attendance. A student is considered enrolled and "in attendance" until he/she acts to terminate attendance in conformity with this policy although the absences from classes may have been observed and recorded before the effective date of withdrawal. When a student's attendance is involuntarily terminated due to personal

disability arising from injury or illness, any remission of tuition beyond the limits prescribed by the University withdrawal refund policy is subject first to the approval of the RSHS Dean, with final approval by the Provost.

RSHS Policy

Once a student cancels his/her registration or completely withdraws from the RSHS, he/she forfeits his/her seat in his/her respective program and any financial aid for which he/she may have been eligible is canceled.

Any student who elects to withdraw from the professional phase of his/her respective RSHS program must inform his/her Department Chairperson who will then inform any clinical affiliation sites, if appropriate. The student must then meet with his/her academic advisor for completion of the necessary withdrawal forms. Any professional phase student who fails to inform his/her Department Chairperson of his/her withdrawal, or fails to complete the appropriate withdrawal forms in a timely manner, will receive a letter grade of "F" (Failure) for all letter graded courses and an "N" (Not Passing) for all pass/not passing courses in which he/she is enrolled.

In the case of an approved medical withdrawal for a pre-professional or professional phase student, the RSHS will consider a class level change if requested at the same time as the withdrawal.

Changes in Admissions/Enrollment Status

An offer of acceptance into a particular RSHS program (e.g., athletic training); class level (e.g., as a third year student); or academic year (e.g., fall 2010) is valid only for the designated program, class level or academic year.

Incoming freshmen seeking to make a change in major/school should contact the Office of Admissions as soon as possible, but no later than July 1 after their senior year of high school.

Internal transfer, transfer and second degree students seeking a program, class level or academic year change should make their requests in writing to the Office of the Dean. Students should be aware that they may be required to complete additional application materials before such a change is considered.

Students who are granted approval to change programs, class levels, or academic years must meet the academic and program requirements dictated by their new status. Any student who is granted a change in class level after matriculation into the RSHS will not be able to request any subsequent change in class level.

READMISSION

Students who are no longer enrolled, but had previously attended or graduated from Duquesne University, must fill out the "Re-Admission Application" available online at <http://www.admissions.duq.edu/applyReap.html> or through the Office of Admissions.

Students who have completed 12 credits or less at another institution(s) since leaving Duquesne are considered "straight readmits" into Duquesne University. Re-Admission Applications will be forwarded to the RSHS Office of the Dean.

Students who have completed more than 12 credits at another institution(s) since leaving Duquesne should reapply through the Office of Admissions.

RSHS students who have left their program in good academic standing may be eligible to apply for readmission into the same RSHS academic program, with approval of the Department Chairperson.

Former RSHS students who have been dismissed because of academic difficulties are not eligible to apply for readmission into the same academic program.

Registration and Course Completion Options

Advance Placement Credits (AP)

University Policy

Students who have followed the College Entrance Examination Board college level program in secondary schools and have performed satisfactorily in the advanced placement examinations are eligible for college credit. Duquesne University grants credit, as well as placement, for achievement that merits such consideration. Subjects included in the program are: English 102, history (American and European), history of art, modern foreign languages (French, German, Spanish), Latin, mathematics AB, mathematics BC, physics B and C, chemistry, biology and computer science.

Applicants who hope to receive advanced placement credits must request that scores be sent to the University. Credit will be given for minimum advanced placement scores as determined yearly by the College of Liberal Arts.

RSHS Policy

RSHS grants advanced placement credit for subjects that are required for the student's major/program or can be used to fulfill an elective requirement. Generally, students are encouraged to enroll in college level courses (at Duquesne or elsewhere) rather than accept AP credit in the sciences. Some RSHS programs require that students meet additional criteria to receive credit for AP science examinations.

To receive AP credit in Biology I and II, **occupational therapy** and **physician assistant studies** students must achieve a minimum score of 4 on the AP placement examination; earn an 'A' or 'A-' in the AP course; have an ACT exam score above 24 in Science Reasoning and Math or a Math SAT score above 600; and have a 3.5 or higher cumulative high school GPA.

To receive AP credits for Biology I and II, **physical therapy** students must achieve a minimum score of 4 on the AP placement examination; earn an 'A' (A- is not acceptable) in the AP course; have an ACT score above 24 in Science Reasoning and Math or a Math SAT score above 600; and have a 4.0 or higher cumulative high school GPA. To receive AP credits for General Chemistry, physical therapy students must achieve a minimum score of 4 on the Chemistry AP examination; however, students may receive credit for General Chemistry I **or** General Chemistry II, **but not both**. To receive AP credits for Physics, physical therapy students must achieve a minimum score of 4 on the Physics B **or** C placement exam. Students who achieve a score of 4 on the Physics B exam are eligible to receive credit in Physics for Life Sciences I or Physics for Life Sciences II **but not both**.

College Level Examination Program (CLEP)

University policy mandates that any student who has earned 30 or more college credits (at Duquesne or elsewhere) is not eligible to take the General Examination for credit. Any student who has earned 60 or more college credits (at Duquesne or elsewhere) is not eligible to take any CLEP examinations for credit. Information about the specific areas of General Examination and Subject Examination, as well as the acceptable scores and equivalent University courses, is available from the University Counseling Center.

Credit by Examination/Challenge Examinations

Credit by examination and challenge examinations are one and the same. Both refer to examinations for recognition of proficiency and credit in a subject area. These examinations are available only to currently enrolled students who by previous experience or exposure have acquired mastery of the subject matter. The examinations should be taken at least one semester prior to the semester the student is expected to take the course.

Some departments do not offer courses through credit by examination. Under no circumstances may any clinical education course be taken through credit by examination. Each department will determine which, if any, courses can be challenged and is responsible for administering its own examinations.

Students who are interested in taking a challenge examination must contact either the professor for that course or the Department Chairperson at least one semester prior to the semester the course is offered. A passing grade will be determined by the Department Chairperson.

It is the student's responsibility to contact the School or department involved to determine the availability of credit by examination/challenge examinations.

Applications for credit by examination may be obtained from the Office of the Registrar. A per credit fee will be charged at time of application. Advanced standing credits will be awarded for successful completion of these exams.

Course Audit

Students may audit only extra elective courses. They should discuss this option with their academic advisor and complete the appropriate "Request to Audit Form." No didactic or clinical education course in the professional phase may be audited.

Courses audited may not later be challenged, completed via a CLEP or other advanced standing test, changed to a letter grade or awarded credit. Students interested in auditing a course should contact the School or department involved to determine the availability of courses for audit. In regard to science courses offered through the Bayer School of Natural and Environmental Sciences, only lectures, not laboratories, are available for audit. Students enrolling for an audit may participate in classroom discussions and examinations at the discretion of the instructor.

Students who have been granted credit for a previous science course(s) but who need a "refresher," may be recommended or required to audit that course(s) before continuing in subsequent course work.

Guidelines for the Evaluation of RSHS Transfer Credits

Non-Duquesne students and current Duquesne students can request unofficial transfer credit evaluations through the RSHS Office of the Dean. Official transfer credit evaluations will only be done for accepted students.

1. Only courses with a "C" or better will transfer. The University does honor "+" and "-" grades, with the exception of the "C-" which is unacceptable according to University policy.
2. Only those courses and credits pertinent to the student's particular program will be transferred; not the grades.
3. In accordance with University policy, once a prospective student has earned 60 or more college credits, regardless of the transferability to a RSHS program, all future transfer credits must be

obtained at a four-year accredited institution. No community college or two-year college credits will be acceptable.

4. According to University policy, no developmental or preparatory courses are considered transferable. Generally, these are courses at or below the 100 level which are intended to strengthen a student's background in preparation for college-level courses. In particular, students should be certain that any science courses are those for science majors, and not preparatory or non-science major courses. All science courses should carry labs.
5. Each department has its own policy in regard to course waivers or challenges within the professional phase.
6. A ten-year statute of limitations has been established for all science courses, including laboratories.
7. All information technology courses will be assessed for currency and relevancy.
8. Some pre-professional courses may need to be completed through the RSHS once the student has been accepted. Examples of these courses are Anatomy and Physiology I and II, Anatomy I and II, Physiology I and II, Functional Kinesiology, Essential Concepts and Techniques in AT, Foundations and Concepts of Occupational Therapy, Human Motion & Movement, Decision Tools for Business Analytics I, Business Information Systems and Medical Sciences I and II.

Cross-Registration

The RSHS adheres to the University policy in regard to cross-registration. Any full-time student (carrying at least 12 credits a semester) is normally eligible to enroll in no more than one course off campus in the fall and spring semesters.

The schools offering cross-registration are Carlow University, Carnegie Mellon University, Chatham University, Community College of Allegheny County, LaRoche College, Pittsburgh Theological Seminary, Point Park University, Robert Morris University and the University of Pittsburgh. Not all departments or schools in all institutions are open to cross-registrants. Students in Health Management Systems must meet with their academic advisor about cross-registering for various business and computer courses.

The student's academic advisor at Duquesne University is responsible for assuring the student's eligibility to enroll in any particular course; the academic regulations of the host institution will prevail. Students are charged Duquesne University's tuition and fees, but are responsible to the host institution for any additional laboratory fees. This cross-registration policy does not apply to summer sessions; taking courses elsewhere during the summer could instead be facilitated by the "temporary transfer" process.

Students are encouraged to see their Duquesne University academic advisor during pre-registration to discuss the possibility of cross-registration and to fill out the cross-registration form. First priority in registration is given to students of the host institution. It is the student's responsibility, not the academic advisor's, to research course possibilities for cross-registration. The advisor, however, must complete the proper paperwork. Students do not register themselves at the host institution; their academic advisor and the Office of the Registrar handle the actual registration process.

The credit(s) and grade earned through any cross-registered course will appear on the Duquesne University transcript and be calculated as part of the QPA and earned credit total.

IMPORTANT NOTE: In accordance with University policy, students who have earned 60 or more college credits, regardless of transferability to the RSHS, must take any cross-registered courses at a four-year accredited institution.

Temporary Transfer

Temporary transfers can either be:

1. Students enrolled at Duquesne University who wish to enroll at another institution for one or more courses during a summer semester. These students must contact their academic advisor to verify their eligibility and fill out the appropriate Temporary Transfer Approval Form.
2. Students enrolled at an institution other than Duquesne University who wish to enroll at Duquesne University for one or more courses during the summer semester. These students should contact the School of Leadership and Professional Advancement to learn more about the temporary transfer process and registration.

IMPORTANT NOTE: In accordance with University policy, students who have earned 60 or more college credits, regardless of whether or not those credits transferred to the RSHS, must take all future courses, including those through the temporary transfer process, at a four-year institution.

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PRE-PROFESSIONAL PHASE ACADEMIC POLICIES

GRADING POLICY

University Policy

The list below represents the officially recognized grades used to evaluate course work and rate the academic performance of undergraduate students at the University:

A	Superior
A-	Excellent
B+	Very Good
B	Good
B-	Above Average
C+	Satisfactory
C	Average (Minimum general average for graduation)
D *	Lowest passing grade
F	Failure (Course must be repeated for credit)
H	Honors (Used to designate exceptional performance in a Pass/Not Pass graded course. Indicates completion of course work with credits earned and with honors but without quality points and is independent of the Quality Point System)
I	Incomplete (A temporary grade given by an instructor when neither a passing nor failing grade can be determined because of incomplete course work. Unless a convincing explanation of extenuating circumstances acceptable to the instructor is presented and the missed examination or required assignment is made up by the deadline specified in the Academic Calendar, the I will become a permanent F grade.)
N	Not Passing (Used to indicate Failure in a Pass/Not Pass graded course and is independent of the Quality Point System. Course must be repeated for credit)
NG	Not Graded (Used to indicate that no grade is issued for a course (e.g., labs).
P	Pass (Used in some courses where scaled grading is inappropriate. Indicates completion of course work with credits earned but without quality points and is independent of the Quality Point System)
W	Official Withdrawal (Used to indicate termination of attendance in a course under conditions of official withdrawal)

* **IMPORTANT NOTE:** According to University policy, a "D" is considered an acceptable passing grade. However, RSHS policy considers a "D" an unacceptable grade that must be repeated as if it were an "F". RSHS policy requires a "C" or better in all course work. University Core courses are not exempt from this "D" policy. Athletic training students must achieve a "B" or better in ATHT 201: Essential Concepts and Techniques in AT and ATHT 202: Pre-Professional Practicum in AT and pass the associated labs. Pre-professional DPT/Biology students must meet all academic requirements of the biology curriculum and they must achieve a "C" grade or better in all required pre-professional courses.

The Plus/Minus Grading System is the official grading system of the University. Faculty are to announce at the first class meeting whether or not plus and minus grade values will be used in grading course work and rating academic performance of the students in their class. Once the grading policy has been established for the course it will remain in effect for the entire semester and cannot be changed. University policy does not recognize "A+" or "C-" grades. SEE NEXT SECTION ABOUT RSHS GRADING POLICY.

RSHS Policy

RSHS courses must be taken for a letter grade. The plus/minus grading system will not be used.

If a student chooses to take an extra elective course, and would like to do so on a pass/fail basis, the student must discuss this with his/her academic advisor and fill out the Pass/Fail Election Declaration Form. Courses taken pass/fail may not later be changed to a letter grade. Pre-professional phase students interested in Dean's List distinction should realize they must have 12 credits exclusive of pass/fail credits for consideration.

COMPUTATION OF QUALITY POINT AVERAGE

University Policy

Quality Point Average is the ratio expressed by the sum of course credits to the sum of quality points earned. The University rounds to three decimal places (e.g., 3.4995 would be reflected as a 3.500).

The Quality Point values of these grades are:

Grade	Quality Points Per Credit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
D	1.0
F	0.0

Grades H, P, N, I and W are independent of the Quality Point System.

RSHS Policy

Definition of Quality Point Average (QPA)

Academic progress and academic standing within the University and the RSHS are determined by the student's QPA. The RSHS reviews QPA as:

Duquesne University QPA = the cumulative QPA for all courses taken at Duquesne University (includes any cross-registered course and any courses a student may have taken beyond the requirements for a student's particular program). This is the QPA reflected on the Duquesne University transcript and, therefore, the QPA used by the University and outside sources for reporting purposes for verification and scholarship/employment consideration.

If students opt to take any electives at Duquesne University beyond those required for their particular program, these electives will affect the calculation of the Duquesne University QPA and may possibly affect tuition and have financial aid implications.

Transfer Credits and QPA

Courses transferred in from other colleges or universities will only be included in the credit total, not the QPA calculation for academic status.

RSHS COURSE SEQUENCE

In regard to completion of course work within the pre-professional phase, the RSHS currently does not follow a completely sequential curriculum. However, for each of the six RSHS programs there are certain courses which must be completed during specific academic semesters/years in order to meet prerequisite course requirements. Students must complete all courses and all deficiencies must be removed before progressing to the next class level. A copy of the current curriculum is available within the Office of the Dean.

Students should be aware of the following as they plan their schedules in consultation with their academic advisor:

1. Students should consult with their academic advisor to arrange a plan of study that will allow them to complete all pre-professional phase course work prior to entering the professional phase.
2. Students in the Department of Physical Therapy are permitted to take any University core course that is accepted by the Department of Biology.
3. Students who are not confident of their background in math, chemistry or physics should seriously consider taking algebra/trigonometry and/or some type of preparatory science course work in preparation for General Chemistry, Fundamentals of Chemistry, and Physics for Life Sciences.
4. Transfer students may not necessarily be able to follow the course sequence exactly as required. They may be required to complete summer courses before or after matriculation in order to progress with the rest of their class.
5. No student enrolled in the pre-professional phase will be permitted to take any course work reserved for the professional phase.

ACADEMIC AND PROGRAM REQUIREMENTS FOR ENTRY INTO THE PROFESSIONAL PHASE

Final approval for entrance into the professional phase will be predicated on satisfactory completion of all academic and program requirements. Students who do not meet the academic or program requirements set forth by their respective departments will be delayed entrance into the professional phase or will be dismissed.

All six programs within the RSHS guarantee entry into the professional phase to all students who meet all academic and program requirements, as listed below, while in their pre-professional phase. Some program requirements vary. Students will receive explicit information regarding these program requirements from the Office of the Dean.

The academic and program requirements for entry into the professional phase are as follows:

1. Successful completion of all required RSHS pre-professional course work with a "C" or better and a minimum cumulative QPA for the required pre-professional course work: 2.75 in athletic training and health management systems; 3.0 in physical therapy with a 2.75 QPA in the following prerequisite courses: Biology I & II with labs, Chemistry I & II with labs, Physics I & II with labs, Introduction to Biostatistics, and Introduction to Psychology; and 3.0 in occupational therapy, physician assistant studies and speech-language pathology. Athletic Training students must achieve a "B" or better in

both ATHT 201: Essential Concepts and Techniques in AT and ATHT 202: Pre-Professional Practicum in AT and pass the associated labs.

2. Documentation of current CPR Certification (includes Adult, Infant, and Child CPR and AED). Duquesne University's Public Safety Department offers courses on campus. Other possible sources for such a course include the American Red Cross, the American Heart Association, Easter Seals, the various campuses of the local community colleges, the YMCA/YWCA and area hospitals. Athletic Training students will receive this training in class. CPR is recommended for Health Management Systems students. Physician assistant studies students must complete CPR training for healthcare providers. Possible sources for this training include the American Heart Association and Center for Emergency Medicine in Oakland.
3. Documentation of shadowing/mentoring, volunteer, or paid experience in the student's field of study, as described in department-specific information. The student is expected to exhibit quality and variety in his/her experiences, as well as a continued commitment to learning more about, and serving, the field of study being pursued. The student should maintain a log of these hours indicating where and when these experiences occurred; the supervisors' names, signatures, licensure numbers, and either phone numbers or email addresses for each experience; and the type of responsibilities and/or observations experienced. Attaching a letter with this information signed by the supervisor on official facility letterhead stationary is sufficient documentation as well. This log must be submitted to the Office of the Dean.

Depending on the various clinical sites where a student may do shadowing/mentoring, volunteer, or paid experience, he/she may be required to comply with Pennsylvania Act 33/151 Child Abuse History Clearance and Act 34 Criminal Background Clearance under the Child Protective Services Law, as well as Act 114 – F.B.I. Criminal Record Background Checks. Acts 33/151 and 34 require a report of criminal history record information from the Pennsylvania State Police.

- For **athletic training students**, this experience must include documentation of 100 hours of clinical experience in athletic training. The opportunity to complete 50 hours of this requirement each semester will be required during Essential Concepts and Techniques in AT Lab in the fall semester of the sophomore year and Pre-Professional Practicum in AT Lab in the spring semester of the sophomore year. All students will be required to attend mandatory clinical skill sessions throughout the sophomore year.
- For **health management systems students**, it is strongly recommended that students begin shadowing, volunteer or paid experience in medical records, health management systems, or information systems to become more familiar with the profession.
- For **occupational therapy students**, this experience must include documentation of shadowing, volunteer or paid experience for a total of 120 hours. Sixty hours should be experiences in one, or possibly two, occupational therapy settings offering as wide a range of ages, diagnoses and types of practice as possible. An additional 60 hours should be included in a community-based service organization, or possibly two, to become familiar with special populations and services. The presence of an OT is not required in the community experience. Students should strive for each experience to be personally different from previous ones and engage in observations or direct activities with populations served by occupational therapy. While students are encouraged to do the majority of observation hours near the end of their pre-professional program, hours obtained for the prior 30 months preceding beginning the professional program is suitable when accompanied by all required documentation from their supervisor.
- For **physical therapy students**, this experience must include documentation of shadowing, volunteer or paid experience in physical therapy. A minimum of 100 hours in a minimum of two

different physical therapy practice settings under the supervision of a physical therapist is required, including as wide a range of ages, diagnoses, and practice settings as possible.

- For **physician assistant studies students**, shadowing is strongly recommended prior to starting the professional phase. These experiences will serve as examples of the various clinical roles and responsibilities assumed by physician assistants and the many practice settings available upon graduation.
4. Completion of a physical examination and other health requirements. In addition to meeting the University's health and immunization requirements upon matriculation, all students must subsequently meet the RSHS pre-clinical health requirements prior to entry into the professional phase. Athletic training students must complete all health requirements, including documentation of ability to meet the performance indicators/technical standards at the beginning the second year of the pre-professional program. All students must be aware that some clinical sites are demanding drug screening tests prior to students being placed in that facility for clinical affiliation experience. Should a student be assigned to one of these clinical sites, he/she will be required to take appropriate drug screening tests and all costs incurred will be the responsibility of the student. Positive drug tests will affect a student's standing in the academic program. Duquesne University's Health Service can provide the physical examination and laboratory tests to students for a reasonable fee, or students may opt to use a private primary care provider. All physical examination and test results will be collected and maintained in the Health Service Office. The RSHS will be notified of any student who is deemed unable to meet the RSHS performance skills required for completion of didactic or clinical education. In cases where immunity does not exist or test results are positive, students may either be expected to engage in additional testing or immunizations, or be removed from the clinical experience due to the health risks presented to themselves, their classmates and faculty, and their patients. Physician assistant studies students must complete all health requirements, including documentation of ability to meet the performance indicators/technical standards at the beginning of the professional phase. Speech-language pathology students must meet all health requirements by the first day of class of the fall semester (August of third year) prior to the beginning of the professional phase.
 5. Successful completion of personal interviews is mandatory for **athletic training** and **physician assistant studies** students. Students will receive information from their respective departments regarding the scheduling of interviews. Pre-professional students seeking admission or progression into the professional phase of the **physician assistant studies** program must receive a recommendation from the Physician Assistant Studies Professional Phase Review Committee, based upon successful completion of interviews with departmental faculty members. These mandatory interviews will review student performance as well as their potential to achieve academic and career satisfaction. Students who are not granted a recommendation upon completion of the interview process will not be admitted into the professional phase. Students recommended for the professional phase who are unable to start the program at the designated time may reapply for the following year and may be required to repeat the interview process, however their seat cannot be guaranteed.
 6. All new professional phase students must attend the Professional Orientation Program(s) which are held immediately before the start of the summer and/or fall semester for all new professional phase students except occupational therapy which is held at the beginning of spring semester. At this orientation, students will receive Health Insurance Portability and Accountability Act (HIPAA) training which is required by Federal Law to be completed.
 7. Departmental approval. Pre-professional occupational therapy and physical therapy students will not be admitted into the professional phase if they do not have a minimum 3.0 cumulative QPA in the pre-professional coursework. Physical therapy students must also have a cumulative QPA of 2.75 in the following prerequisite courses: Biology I & II with labs, Chemistry I & II with labs, Physics I & II with labs, Introduction to Biostatistics, and Introduction to Psychology. The RSHS faculty maintains the right not to admit a student into the professional phase of their program if they determine that student

is not a suitable candidate to proceed, even though that student has met the academic and program requirements (e.g., they were convicted of a felony or failed to exhibit ethical and professional attitude and behavior). Please refer to the RSHS Academic Student Handbook sections "ACADEMIC INTEGRITY" and "Student Conduct and Disciplinary Action" under "PRE-PROFESSIONAL PHASE ACADEMIC POLICIES" and "Certification, Licensure and Registration" under "GRADUATION REQUIREMENTS."

Pre-professional occupational therapy, physician assistant studies, and speech-language pathology students who have earned a cumulative QPA of 3.0 or better but who in their final semester fall below the 3.0 semester QPA requirement for the first time in their academic career will be allowed to begin the professional phase on academic probation. Should that student ever again fail to meet the semester QPA of 3.0, he or she will be academically dismissed from the RSHS.

Class Attendance

Directors of intercollegiate activities, such as athletics and debate, and the Director of the Tamburitzans are expected to make every effort to schedule events in such a way as to minimize their effect on the academic programs of the participating students. Travel and league scheduling, however, may necessitate that students miss class from time to time. When engaged in a University intercollegiate activity, the student represents Duquesne University. Such absences shall be excused, but the student is required to follow the procedures below in order to receive credit for any missed work.

1. The student must notify the faculty member of all regularly scheduled events at least one week prior to his/her anticipated absence. The appropriate forms must be completed and submitted at that time.
2. The student is responsible for all work covered during his/her absence.
3. In the event that participation in a University approved intercollegiate activity will cause the student to miss an examination or deadline for an assignment, the student is expected to follow the procedure outlined above. Although the absence is excused, the student will be expected to make up the exam or submit the assignment at a time and place so designated by the instructor.

ACADEMIC STANDARDS/REQUIREMENTS

To remain in good academic standing, normal academic progress in the pre-professional phase requires all students to complete all courses with a "C" or better and to achieve a minimum semester QPA of 2.75 in athletic training and health management systems; 3.0 in occupational therapy, physician assistant studies and speech-language pathology. The "C" or better policy is designed to ensure students' preparation for future, often sequential, pre-professional course work, and for the rigorous and science-intensive professional phase. Athletic training students must achieve a "B" or better in both ATHT 201: Essential Concepts and Techniques in AT and ATHT 202: Pre-Professional Practicum in AT and pass the associated labs. Normal academic progress in the pre-professional phase for Doctor of Physical Therapy (DPT) students requires that students have a cumulative 3.0 QPA, meet the academic requirements for a bachelor's degree in biology, achieve a "C" or better in all courses and have a 2.75 QPA in the following pre-requisite courses: Biology I and II with labs, Chemistry I and II with labs, Physics I and II with labs, Introduction to Biostatistics and Introduction to Psychology. These requirements must be in place by the end of the third year in order to matriculate into the DPT professional phase (beginning fall semester, year four).

Students involved in athletics or who are receiving University and/or outside scholarships who need to maintain specific QPA requirements for eligibility purposes, should monitor their academic progress carefully to ensure they meet those eligibility and RSHS requirements, whichever is higher.

Monitoring Academic Progress

All students must consult with their academic advisor at least once a semester and are strongly encouraged to maintain regular contact with their advisors and faculty.

While the academic advisor serves as a resource for policies and procedures in academic areas and monitors the student's academic progress, it is ultimately the student's responsibility to ensure his/her own awareness and successful completion of academic and program requirements.

Dean's List

To achieve the distinction of being named to the Dean's List, a student must have a semester record that shows completion of a full-time schedule (12 credits exclusive of pass/fail credits), a cumulative QPA of at least a 3.5, and no grade lower than a "C."

Course Difficulty

Students who are experiencing difficulty in any of their courses, especially if faced with the possibility of earning an unacceptable grade in a required or sequential course, are expected to take the initiative and seek assistance at the first sign of difficulty. Students should speak with their professors and/or lab instructors, make use of the Learning Skills Center, and consult with their academic advisor immediately.

It is the student's responsibility to identify possible problems in course completion and to seek whatever assistance he/she needs to successfully complete the course.

Any student concerned about a particular course, course grade or teaching/testing methods should:

1. Discuss his/her concerns with the individual instructor(s).
2. Should the student feel his/her concerns were not resolved after meeting with the instructor(s), he/she should discuss them with the appropriate Department Chairperson.
3. If the student feels that his/her concerns were not resolved after meeting with the Department Chairperson, he/she should schedule an appointment with the appropriate Dean.

The Registrar's Office mails midterm at-risk grade reports to all students carrying a "D" or "F" at the midterm point. Reports are sent to the student's permanent address. Students are expected to follow-up by first contacting their instructor and then their academic advisor to seek academic assistance as needed.

Course Withdrawal

The latest date to withdraw from a course is published in the Academic Calendar for each semester. There is no refund for withdrawal from a course, regardless of the time of withdrawal. Because the student has already paid for the course at the point of withdrawal, financial aid for the current year should not be affected. However, students should be aware that a course withdrawal will affect their earned credits and may therefore have implications for any financial aid they may receive in subsequent year(s). It is the student's responsibility to investigate the financial implications of a course withdrawal.

First semester freshmen may withdraw from courses with the approval of their academic advisor up to the period of final examinations and receive a grade of "W" by processing the proper form.

Students, other than first semester freshmen, may withdraw from a course with the approval of their academic advisor and by processing the proper form up to the date announced in the Academic Calendar for withdrawal with a "W" grade.

If a student withdraws from any RSHS course (e.g., Anatomy I, Physiology I), even if due to circumstances beyond their control (e.g., illness, family death), it will require the student to sit out an entire academic year or until the course is offered again. If a student cannot successfully complete the course sequence as required by the program, he/she will be delayed entrance into the professional phase or will be dismissed.

In the case of a course withdrawal due to documented medical reasons, students must appeal to the RSHS Student Standing Committee, Office of the Dean. The Committee will consider the request in consultation with the Department Chairperson and the Dean.

A student who is not granted approval to withdraw, and who withdraws from a course unofficially by not attending, will receive an "F" for the course.

Grade Correction

Students who receive an incorrect grade should immediately contact the instructor to verify the error. The instructor should then obtain a "Change of Grade Form" from either the academic advisor or the Office of the Registrar. The instructor should record the correct grade on the form and then submit it directly to the Office of the Dean for final approval and the Dean's signature. The Office of the Dean will submit the "Change of Grade Form" to the Office of the Registrar to have the grade corrected on the student's record and transcript.

"I" (Incomplete) Grade

Students who are unable to complete course work for any reason have a right to discuss with their instructor the possibility of receiving an incomplete ("I") in a class, provided that 70% of the course work has been completed. In cases where RSHS pre-professional and professional courses (e.g., Anatomy I, Foundations & Concepts of Occupational Therapy) are involved, or where students are expected to begin the professional phase during the next semester, the RSHS has established a maximum of three weeks after the end of the semester as the time allotted to remove the "I". Any "I" not removed by that date will become a permanent "F." No student is permitted to enter the professional phase until all "I" grades are complete.

Academic Council approved the use of the standard Change of Grade Form as a permanent replacement for the undergraduate I-Grade Removal Form effective Fall 2010.

Change of Grade Forms are available in the school offices as well as the Registrar's Office and must be obtained by the instructor. These forms are not issued to students. Once the course work is complete, the instructor should obtain a Change of Grade Form, complete it, and submit it to the Dean's Office for the dean's signature by the deadline as published in the Academic Calendar (see www.duq.edu/registrar). This deadline coincides with the last day to submit midterm grades. Once signed by the dean, the Change of Grade Forms will be sent by the deans' offices to the Office of the Registrar, where they are due one week later.

Faculty may grant extensions due to extenuating circumstances but must notify the Office of the Registrar of any extensions prior to these deadlines. Incomplete grades remaining after the deadlines will be converted to "F" grades. The "F" grade becomes a permanent grade and cannot be changed.

A student should be aware that for the purposes of Student Standing Committee action, the RSHS reviews the student's grades and semester QPA to date, pending removal of the "I." Once a student removes the "I," the Committee will make adjustments as necessary to accurately reflect the student's academic standing.

Academic Integrity

Duquesne University and the RSHS believe that academic integrity is a vital part of student responsibility. Each student's grade(s) should reflect only that student's achievement. Thus, it is the student's responsibility

to maintain academic integrity in regard to class assignments, examinations and all other course requirements. Charges of academic dishonesty will be investigated thoroughly. Cheating, plagiarism, and knowingly assisting other student(s) who violate academic integrity will not be tolerated and will be acted upon to the fullest extent possible. What constitutes violation of academic integrity, the University's response to those violations, and student rights of appeal in regard to charges of such violations, is further explained in the Student Handbook, the Code of Student Rights, Responsibilities and Conduct (<http://www.duq.edu/student-life/student-handbook/index.cfm>), the Academic Integrity Policy published by the University (see Appendix A), and the RSHS Student-Generated Code of Conduct (See Appendix D).

RSHS Academic Integrity Policy

As an essential element of the Duquesne University mission to educate the mind, heart, and spirit, members of the University dedicate themselves to upholding the highest moral and ethical principles. Since the quest for truth and understanding must be conducted in an honest manner, upholding Academic Integrity is a responsibility and obligation of all members of the University community, including faculty, administration, staff, and students. Students are responsible for maintaining Academic Integrity throughout class assignments, examinations, and all other requirements related to their courses of study.

Individuals who seek or receive credit for intellectual work that is not their own violate Academic Integrity, as do individuals who falsify or ignore data to reach a predetermined conclusion or who destroy or contaminate another person's data or intellectual property. Violations of Academic Integrity may include, but are not limited to, the following:

Cheating

- Cheating on quizzes, tests, examinations, or projects may include giving, receiving, or using unauthorized assistance or material. (Unauthorized material may include but is not limited to, notes or other written documents, unauthorized calculators and/or formulas, computer programs, software, data, or text).
- In other contexts (e.g., group projects, labs), cheating may include forms of deception intended to affect grades or other outcomes.
- Cheating may include, but is not limited to, student use of sources beyond those authorized by the instructor in fulfilling assignments such as writing papers, preparing reports, developing course projects, or solving problems.
- Cheating may also include student acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.

Plagiarism

- Plagiarism in papers or other written, electronic, or oral work (including essays, research papers, theses, dissertations, presentations, class projects, or work for publication) may include, but is not limited to, student use--whether by summary, paraphrase, copying, direct quotation, or a combination--of the published or unpublished work or specific ideas of another person or source without full and clear acknowledgment (including the use of quotation marks to indicate the source's specific language).
- Plagiarism may include the submission of material from sources accessed through the Internet or by other means, or from other individuals, without proper attribution.
- Plagiarism may include the submission of a paper prepared in whole or in part by another person or agency engaged in providing or selling term papers or other academic materials.

Deceit in academic matters

- Deceit may include, but is not limited to, furnishing false information regarding academic matters to any University instructor, official, or office with intent to deceive.

Misuse of documents

- Misuse may include, but is not limited to, forgery, alteration, or improper use of any University document, record, or instrument of identification (written or computerized).
- Misappropriation, mutilation, or destruction of tangible assets such as books, journals, electronic data, and related resources available in libraries and offices.

Assistance in the violation of Academic Integrity

- Assistance may include, but is not limited to, any knowing facilitation of intellectual dishonesty by another person or persons.

Violations of Academic Integrity--whether or not they are the **result of a deliberate intent to deceive**--are subject to academic sanctions, including (but not limited to) oral and/or written reprimand; lowered grade or failure on an assignment; lowered course grade; failure of a course; suspension or dismissal from a class; suspension or dismissal from the School or the University; and/or revocation of a degree.

Statement of Responsibility for Communicating, Educating and Learning about Academic Integrity

To create and maintain a culture of Academic Integrity at Duquesne University, all members of the community must take an active role. Responsible leadership on the part of the University Standing Committee on Academic Integrity, the Office of the Provost, the Center for Teaching Excellence, the administration of each School, and all faculty and students is needed. Many problems can be prevented through careful and systematic education and communication. A climate of positive scholarship with integrity can be fostered through open dialogue and learning.

Although this listing of roles and responsibilities suggests courses of action that, if followed, will greatly reduce the likelihood of cheating and plagiarism, no one segment of the University community alone can ensure attainment of Academic Integrity. Not only must all work together, but all must maintain vigilance over time, provide continual reinforcement of key messages and expectations, and keep channels of communication open and free-flowing. The allocation of specific responsibility to one or more parties does not relieve others of their individual and collective duties; Academic Integrity is a common asset and needs to be nurtured by all.

The procedures that follow are practical suggestions for promoting a positive academic environment founded on scholarship, inquiry, the pursuit of excellence, and mutual trust. As such, they are neither comprehensive nor exhaustive, but are intended to guide prevention, education, communication, policy review, effective administration and individual action.

Students

- learn what Academic Integrity means and why it is vital to the Mission of the Duquesne University community
- ask the course instructor whenever unsure of what may constitute plagiarism or cheating, or if uncertain of what resources or tools may be used in completing an assignment or exam
- identify resources (websites, Librarians, Resident Advisors) that may be consulted when faced with questions about when and how to cite works consulted

- carefully document all research and work done in the completion of each assignment for which other resources are consulted
- alert course faculty or School administrators upon learning that another student may have cheated or plagiarized

Student Conduct and Disciplinary Action

Duquesne University and the RSHS expect student conduct to reflect the values and mission of the University. Rules and regulations of misconduct, disciplinary sanctions, judicial policies and student rights of appeal in regard to charges of conduct violations are explained in the Student Handbook, the Code of Student Rights, Responsibilities and Conduct (<http://www.duq.edu/student-life/student-handbook/index.cfm>), the Academic Integrity Policy published by the University (see Appendix A) and the RSHS Student-Generated Code of Conduct (see Appendix D). When a student has violated a policy or procedure, a confidential hearing will be held by the Director of University Judicial Affairs. A sanction will be determined by the Director after hearing from all parties involved. Disciplinary matters are generally not handled by the individual schools. Legal technicalities are minimized and emphasis is placed on the rights and responsibilities that exist between the student and the University.

Should a student be arrested and/or convicted of a crime before or during the time he/she is preparing to enter a profession, a criminal record may have further implications on the student's ability to practice. Many of the disciplines in the School require proof or validation from the state and federal governments of a student's lack of a criminal record to be eligible for certification, licensure or registration examinations, as well as working with children and confidential records. Additionally, individual departments may also have policies regarding discipline and conduct. Please refer to departmental handbooks for further information.

Performance Indicators/Technical Standards

All RSHS students will be expected to have abilities in five categories: observation, communication, motor, intellectual, and social. These abilities enable the student to perform tasks required to meet graduation and professional requirements as measured by state and national certification, licensure, and registration processes. These tasks will vary from program to program, according to the proficiency requirements of each profession. The required physical examination validates those abilities included in the performance indicators/technical standards. On an individual basis, reasonable accommodations will be considered for persons with documented disabilities; however, students must be able to perform in an independent manner. Should a student's ability to meet the Performance Indicators change at any point in the academic program, it is his/her responsibility to report this to the Department Chairperson.

All RSHS students will be expected to perform certain physical, mental, and emotional tasks in order to complete graduation and professional requirements as measured by state and national certification, licensure and registration processes. These tasks will vary from program to program, based upon the skills essential to the practice of each profession. Any student who thinks he/she does not possess one or more of the five abilities should seek assistance from an academic advisor or faculty mentor, and the Learning Skills Center, and must notify and work with the Office of Freshman Development and Special Student Services. It is the student's responsibility to notify both the RSHS and his/her respective department of any accommodations which may be necessary. Neither the student nor an RSHS faculty member has the right to ignore documented accommodations.

Any student who, after reasonable accommodations, cannot perform the essential skills may not be admitted or permitted to continue in their respective program. The following indicators are required, with or without accommodation:

Observation: Candidates must have sufficient sensory capacity to observe in the lecture setting, the laboratory, and the health care, educational, or community setting. Sensory abilities must be adequate to

perform appropriate examinations or assessments including functional vision, hearing, and tactile sensation to observe a patient's condition and to elicit information appropriate to the particular discipline.

Communication: Students must be able to communicate effectively and professionally in academic, community, educational, and health care settings and be able to demonstrate proficiency in both verbal and written English.

Motor: Students must have the ability to participate in basic diagnostic and therapeutic maneuvers and procedures. Motor function must be adequate to fully execute movements required to provide patient care in their respective disciplines which may include dependent transfer of an individual, physical examination techniques and medical procedures. Students must be able to negotiate patient care environments required in their particular discipline and be able to move between settings such as the classroom, health care facility, educational, or community setting. For example, some physical tasks require that students be able to transfer the equivalent of an adult human's body weight.

Physical stamina sufficient to complete the rigorous course of didactic and clinical study is required. Long periods of sitting, standing, or moving are required in a variety of learning sites.

Intellectual: Students must be able to measure, calculate, reason, analyze, and integrate information as well as be able to comprehend temporal and spatial relationships.

Social: Students must exercise good judgment and be able to function, appropriately and effectively, in the face of uncertainties inherent in clinical practice and must maintain mature, sensitive and effective professional relationships with faculty, students, patients and other members of health care and/or educational teams.

ACADEMIC PROBATION

Freshmen Academic Warning

Freshmen will be placed on academic warning upon completion of the first semester if their semester QPA falls below the required 2.75 in athletic training and health management systems; 3.0 in occupational therapy, physical therapy, physician assistant studies and speech-language pathology.

Academic warning is not posted on students' transcripts.

Academic Probation

Except for first semester freshmen, any student in the pre-professional phase who fails to achieve the required semester QPA will be placed on academic probation.

To remain in good academic standing, normal academic progress in the pre-professional phase requires all students to achieve a "C" grade or better in all courses with a semester QPA of 2.75 in athletic training and health management systems; 3.0 in occupational therapy, physical therapy, physician assistant studies and speech-language pathology. Occupational therapy, physical therapy, physician assistant studies and speech-language pathology students are required to have a minimum 3.0 QPA at the end of the pre-professional phase. Normal academic progress in the pre-professional phase for Doctor of Physical Therapy (DPT) students requires that they have a cumulative 3.0 QPA in required physical therapy courses with a 2.75 QPA in the following prerequisite courses: Biology I and II, Chemistry I and II, Physics I and II, Introduction to Biostatistics and Introduction to Psychology. These requirements must be in place by the end of the third year in order to matriculate into the DPT professional phase (beginning fall semester, year four).

A part-time student obtaining a “C” will not invoke probationary status if he or she maintains the required cumulative pre-professional QPA for his or her program.

Freshmen and transfer students who are placed on academic probation for any semester and then subsequently fail to achieve, in any semester, the required 2.75 in athletic training and health management systems; and 3.0 in occupational therapy, physician assistant studies and speech-language pathology will be academically dismissed from the RSHS.

NOTE: The RSHS recognizes 12-18 credits as a full time load during the fall and spring semesters and 8-12 credits as a full time load during the summer semester.

Academic probation is not posted on students' transcripts.

REPEATING COURSES

Any student who earns less than a “C” grade in a required course will be notified of their course deficiency by the Office of the Dean.

RSHS students must repeat any required course in which a "D" or "F" grade was earned. However, if repeating the course causes a change in class level, continuation in the program will be predicated on space availability. Students who wish to repeat courses elsewhere should be aware that the University and the RSHS place certain restrictions on the transferability of credits from outside institutions. Students may repeat a course only once. Failure to achieve the required grade of "C" or better in a course upon the second attempt will result in academic dismissal from the RSHS.

Students should realize the sequential nature of the pre-professional curricula and if they must repeat a course they will need to complete summer course work or take heavier credit loads during the regular academic year.

For courses offered through the RSHS, (e.g., Anatomy I and II, Physiology I and II, Functional Kinesiology, Foundations & Concepts in Occupational Therapy and Essential Concepts & Techniques in AT), students must notify the Office of the Dean, in writing, before repeating the course in the RSHS.

Process for Registration and Calculation of Repeated Courses

A "Request to Repeat A Course Form" must be completed by the academic advisor before a student may register for the course. All grades are retained on the Duquesne University transcript.

The QPA and earned credit totals will be affected as follows:

1. When students repeat a course at Duquesne University, the grade and credits earned under the second attempt will be computed in the cumulative QPA and earned credit totals on the Duquesne University transcript (even if the second attempt results in a lower grade). The original course and grade will physically remain on the transcript.
2. If students repeat a course elsewhere, the Duquesne University transcript will reflect the repeated course credits only as advanced standing credits. Nowhere on the Duquesne University transcript will the transferred course grade appear. The original course and grade will physically remain on the transcript.

Laboratory Sciences and "Sequenced" Humanities Courses

Any laboratory science course or "sequenced" humanities course in which a "D" or "F" grade was earned must be repeated before a student can continue with the sciences and humanities sequence.

Any student who receives a "D" or "F" grade in either the lecture or lab portion of a science course must meet with his/her academic advisor to discuss and/or adjust his/her schedule for the next semester and summer semester.

All Other Courses

RSHS students must also repeat any University core or required elective course in which an "F" grade was received prior to entry into the professional phase.

According to University policy, students may not repeat any course in which a "C" or better was received in order to improve their grade or QPA.

ACADEMIC DISMISSAL

University Policy

University policy dictates that all students are subject to dismissal from the RSHS and the University for academic reasons if:

They fail three courses within any one semester or if their cumulative QPA is:

- a. Less than 1.50 -- for students who have attempted 15-30 credits or more than 30 credits in one year.
- b. Less than 1.75 -- for students who have attempted 31-60 credits or who have attempted up to 61 credits within four semesters.
- c. Less than 2.00 -- for students who have attempted 90 credits or more.

RSHS Policy

RSHS policy dictates that a pre-professional phase student is subject to dismissal from the RSHS for any one or more of the following reasons:

1. They were admitted into the University and/or the RSHS on probation and subsequently fail to achieve the minimum required QPA for their program during their first semester as a sophomore or junior within the University and/or the RSHS. The QPA requirements are 2.75 in athletic training and health management systems; 3.0 in occupational therapy, physical therapy, physician assistant studies and speech-language pathology.
2. They are a sophomore or junior on probation in the pre-professional phase and fail to achieve the required QPA during any subsequent semesters. The QPA requirements are 2.75 in athletic training and health management systems; 3.0 in occupational therapy, physician assistant studies and speech-language pathology. A physician assistant studies student who falls below the 3.0 semester QPA requirement for the first time in his/her final semester of the pre-professional phase and has the minimum 3.0 cumulative pre-professional QPA will be permitted to enter the professional phase on probation. However, failure to achieve a 3.0 semester QPA during any subsequent professional phase semester will result in academic dismissal from the RSHS.

3. They fail to achieve the required cumulative QPA upon completion of the pre-professional phase. The QPA requirements are 2.75 in athletic training and health management systems; 3.0 in occupational therapy, physical therapy, physician assistant studies and speech-language pathology.
4. They fail to achieve the required grade of "C" or better in a course upon the second attempt.
5. They fail to meet the RSHS academic or program requirements (e.g., a student who fails to submit appropriate documentation of volunteer experience, or a student who fails to successfully complete the program interview and receive a recommendation from the Admissions Committee).
6. They exhibit behavior detrimental to their profession, including failure to demonstrate ethical and/or professional behavior and services.

Once notification is made of academic dismissal, a student's registration and financial aid are canceled.

STUDENT OPTIONS UPON NOTIFICATION OF ACADEMIC DISMISSAL

Student Standing Committee and the Academic Grievance Procedure

Each School in the University has its own Student Standing Committee established as an advisory to the Dean of the School and charged with the following responsibilities:

1. Discussion and decisions on current academic policy and any departure by students from academic policy or curricular requirements.
2. Enforcement of the policies of academic standing and placement of students on academic warning, academic probation or academic dismissal.

The Student Standing Committee meets within one week of the end of the grading period each semester and as needed throughout the academic year to review the cases brought before it.

A student should be aware that, for the purposes of Student Standing Committee action, the RSHS reviews the student's grades and semester QPA to date, pending a change of grade or removal of an "I" grade. Once a change of grade has been received or a student completes an "I," the Committee will make the adjustments as necessary to accurately reflect the student's academic standing.

A student has the right to appeal when significant extenuating circumstances have affected the student's ability to perform academically. This appeal process should be discussed with the respective Department Chairperson before a formal appeal is sent to the Student Standing Committee. Appeals to the Student Standing Committee should be submitted in writing within the specified period of time indicated in the initial notification letter. The appeal documentation should include: a detailed explanation and timeline of the extenuating circumstances; supporting documentation (e.g., letter from physician); description of steps taken to remedy the situation, including dates; and, the names of any individual(s) who were aware of these circumstances at the time they took place.

Students are required to notify their academic advisor, faculty mentor, or Department Chairperson immediately if a known condition or extenuating circumstance(s) arises that may affect their academic performance (e.g., earning an unacceptable grade in a required or sequential course) during any semester.

All correspondence, requests and appeals to the Committee should be addressed as follows: Student Standing Committee, Office of the Dean, 302 Health Sciences Building, Duquesne University, Pittsburgh, PA 15282.

All questions regarding the Student Standing Committee and any Committee decisions and/or correspondence should be directed to the Office of the Dean.

Appeal of Academic Dismissal and Reinstatement to the RSHS

A student who has been academically dismissed from the RSHS, due to extenuating circumstances beyond his or her control, or for any of the University and RSHS policy violations listed on pages 38 and 39, has the right to appeal when significant extenuating circumstances affected the student's ability to perform academically. This should be discussed with the respective Department Chairperson before a formal appeal is sent, in writing, within ten days of the dismissal notification, to the Office of the Dean.

If for any reason a student is reinstated, it is the student's responsibility to make sure his/her registration and/or financial aid are also reinstated. Also, upon reinstatement, a student may be required to meet additional requirements at the discretion of his/her Department Chairperson to remediate any academic deficiencies. These additional requirements may delay a student's academic progress. Any additional course work must be completed with a "C" or better grade and will not be calculated in the pre-professional QPA.

Apply for Reinstatement to Another School at Duquesne University

Students who have decided not to return to the RSHS or who have been academically dismissed from the RSHS may be eligible to continue their studies at Duquesne University through another School.

Readmission

RSHS students who have left their program in good academic standing may apply for readmission into the same RSHS academic program, with approval of the Department Chairperson.

Former RSHS students who have been dismissed because of academic difficulties cannot apply for readmission into the same academic program.

Any student who is no longer enrolled in the RSHS and later wishes to return to Duquesne University should contact the Office of Admissions directly for further information.

Special Status

If a student is dismissed from a RSHS program and does not have the minimum QPA required to transfer to the School of their choice, the student being dismissed may request the opportunity to be housed in the RSHS under special status by writing a letter to the Office of the Dean. Special status will be granted for as long as two additional semesters to allow sufficient time to meet the QPA and/or other requirements necessary for transfer. Once under special status, the student will merely be housed by the RSHS and will no longer hold a seat in their respective program. They will be charged the standard University tuition and fee rates, not the RSHS rates. The RSHS will not house any student beyond two semesters under special status. Special status students should work with their assigned academic advisor, as well as an advisor within the School to which they seek to transfer, to identify a plan of studies while under special status.

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PROFESSIONAL PHASE ACADEMIC POLICIES

ORIENTATION

The RSHS sponsors a mandatory school-wide Professional Orientation Program the Friday before the start of fall classes for all new professional phase students. As part of the orientation, departments may meet separately with its students to introduce them to the requirements and expectations of the professional phase, and to their faculty and fellow students. The Orientation provides an overview of the professional phase of the program and reviews the program requirements in regard to academic progress, dress, and the preparation for and assignment of, clinical education. At this orientation, students will receive Health Insurance Portability and Accountability Act (HIPAA) training which is required by Federal Law to be completed.

The Department of Occupational Therapy sponsors a mandatory professional graduate student orientation at the start of the spring semester. In addition, the Department of Physician Assistant Studies sponsors a mandatory Professional Orientation Program at the beginning of classes the first summer semester of the professional phase.

The Departments of Athletic Training, Health Management Systems, and Physical Therapy sponsor a mandatory orientation on the Thursday (AT only) and Friday before classes start for the fall semester.

PROFESSIONAL ASSOCIATIONS

Students enrolled in the professional phase of their respective programs may be required to join professional associations in their chosen field.

CLASS ATTENDANCE AND SCHEDULING

RSHS Policy

Attendance in didactic, laboratory and clinical education courses is an essential part of the professional phase and will be a strong factor in the assignment of grades. Students are expected to be punctual and prepared for all courses. As students in a professional program, attendance at other relevant learning activities is required. Due to special events, clinical education and other learning opportunities, students' schedules may vary week to week. A typical schedule will be given to students during registration periods. Students are expected not to schedule other activities, work or appointments between 8:00 a.m. and 5:00 p.m., Monday through Friday, including summers. Some courses or clinical hours may be required on Saturdays. Athletic training and physician assistant studies students in the professional phase may be required to be available for on-call duties, including evenings and weekends. Speech-language pathology students in the fifth year of the program will participate in off-site clinical practice during the day and on-site classes in the evening. Coursework is typically scheduled two evenings each week, with classes usually ending by 9:00 p.m. With prior announcement, classes and activities may shift times, or a special learning event will be added that the student is required to attend. Flexibility in changing work schedules and appointments is expected.

Class Attendance

Directors of intercollegiate activities, such as athletics and debate, and the Director of the Tamburitzans are expected to make every effort to schedule events in such a way as to minimize their effect on the academic programs of the participating students. Travel and league scheduling, however, may necessitate that students miss class from time to time. When engaged in a University intercollegiate activity, the student

represents Duquesne University. Such absences shall be excused, but the student is required to follow the procedures below in order to receive credit for any missed work.

1. The student must notify each faculty member of all regularly scheduled events at least one week prior to his/her anticipated absence. The appropriate forms must be completed and submitted at that time.
2. The student is responsible for all work covered during his/her absence.
3. In the event that participation in a University approved intercollegiate activity will cause the student to miss an examination or deadline for an assignment, the student is expected to follow the procedure outlined above. Although the absence is excused, the student will be expected to make up the exam or submit the assignment at a time and place so designated by the instructor.
4. In the event of participation in intercollegiate athletics activities that conflict with required clinical education experiences, all attempts for accommodation will be taken; however, in some cases students may be required to seek a different clinical assignment or delay participation in clinical education until such time that the commitment to athletics has ended. This delay may necessitate the student dropping back one year in the professional program.

DRESS

All students enrolled in the professional phase are expected to dress appropriately for classes, labs, guest speakers, site visits, externships and clinical education assignments. Students' attire should demonstrate respect for themselves, others, their profession and the environment. While each department will provide students with more specific guidelines for dress, the RSHS has set general guidelines for all students.

The following are prohibited in classrooms, labs, and clinical education and project sites:

- Dirty, provocative, unkempt, worn, unconventional, revealing, torn or cutoff clothing, inappropriate footwear
- Clothing with obscene, profane or suggestive words, pictures or symbols
- Clothing with advertisements of alcohol, drugs or tobacco products
- Excessive jewelry, including piercings, and makeup
- Baseball caps or other headgear

Pagers and cellular phones must be turned off during all educational activities on and off campus. Texting will not be tolerated during any academic or educational activity.

For labs:

Lab coats or other appropriate clothing, e.g., scrubs, protective eyewear and gloves (which will be provided) are required in the anatomy lab.

Students in athletic training, occupational therapy, physical therapy and physician assistant studies will participate in laboratory classes which require clothes that allow for ease of movement and reasonable exposure.

For professional meetings, clinical education sites, and guest speakers:

Students are expected to dress and be groomed professionally in a manner suitable to their work environment and the nature of the work involved. Name tags should be worn during all clinical education and project activities unless otherwise directed. Each department will designate standards of dress specified by the program, clinical, and project sites involved.

CLINICAL EDUCATION

Definition and Assignment of Clinical Education

"Clinical Education" is an essential part of each of the six programs within the RSHS. "Clinical Education" is referred to by a number of different names which often vary by department and discipline. Some programs refer to this "practice-oriented" portion of the professional curriculum as "clinical education," "fieldwork," "practicum," "externship," "project," or "clinical rotations." Regardless of the terminology used, the experience allows students to integrate themselves into the profession. It allows them to practice their skills, continue their learning, work with patients and clinicians, and develop lifelong professional relationships.

All RSHS students enrolled in the professional phase will work closely with their respective departments to complete their clinical education courses. Students will be scheduled through various clinical sites which have affiliation contracts with Duquesne University. These sites may include acute care hospitals, rehabilitation centers, various agencies, home care, pediatric or geriatric centers, nursing homes, private offices and schools. There are a large number of sites already under contract; students may not attempt to initiate arrangements at other sites. The length and number of clinical education assignments will vary from program to program. Mandatory clinical education meetings will be scheduled periodically for the purpose of disseminating information about clinical education objectives and the assignment of clinical sites. Speech-language pathology students will begin their clinical experiences in the Duquesne University Speech-Language-Hearing Clinic located in Fisher Hall. Success in these on-site clinical experiences will allow students to begin their off-site experiences through our affiliated clinical sites.

Each department may seek input from each student in regard to preference for clinical education sites, but the assignment rests with the faculty based on the academic needs of the student, department mission and contract availability. Students must not contact any potential clinical site without prior approval by their department. Students may be required to commute or move to other communities for one or more clinical assignments; each student will be responsible for any transportation and living expenses incurred in planning for and during the assignment(s). Occasionally, a clinical site will provide a small stipend for meals and/or housing, or offer assistance in regard to housing availability and other information.

Students will participate in all activities required at their site, and abide by the holiday/vacation schedule established by the clinical facility (which may include evenings and weekends), not the Academic Calendar of Duquesne University, and if applicable, must comply with Pennsylvania Act 33/151, 34 and 114 under the Child Protective Services Law. If applicable, students are required to submit applications for Act 34 Criminal Background Clearance and Act 33/151 Child Abuse History Clearance (with the appropriate State fees) to the State Police Central Repository and the Department of Public Welfare Childline and Abuse Registry, respectively. If appropriate, students must also submit Act 114 – F.B.I. Criminal record Background Checks documentation to the FBI. Forms are available from the respective Department Office or can be located at the following websites in accordance with the State Police:

Pennsylvania State Police Request for Criminal Record Check:

<http://www.portal.state.pa.us/portal/server.pt?open+512&objID=4451&PageID+458621&mode=2>

Pennsylvania Child Abuse History Clearance:

<http://www.dpw.state.pa.us/Resources/Documents/Pdf/FillInForms/DPWchildabuse.pdf>

Only those students who have received State Certification pursuant to Acts 33/151, Act 34 and Act 114 clearances will be permitted to participate in a practicum experience at any public or private school and/or child care facility or program. Clinical affiliation sites will receive a copy of the student's Acts 33/151, 34 and 114 clearance approvals. Students who fail to submit the appropriate forms to the State will not be permitted to participate in any practicum experience, regardless of placement sites. Please note that failure to receive these State Certifications may preclude an individual from receiving certification and/or licensure required to practice their chosen profession. Students should contact their respective professional certification bodies

and/or licensing agencies for further information. Physician Assistant Studies students must have received their State Certifications by the first day of May. Speech-Language Pathology students must have received these State Certifications by the first day of class of the professional phase (students matriculating through the five-year program will have met these requirements one year earlier.)

In some instances students may also be required to obtain criminal background checks and drug abuse clearances. Criminal background checks may require the student to receive clearances from states in which they have lived in the past. In some cases, the student may need to plan to travel to the jurisdiction police barracks and be fingerprinted as part of the clearance process. Students may need to do this 3-6 months prior to the start of the clinical experience. All reports for drug and criminal background checks are to be sent to: Gregory H. Frazer, Ph.D., Dean, Rangos School of Health Sciences – Room 302, Duquesne University, 600 Forbes Avenue, Pittsburgh, PA 15282. Please have the agency sending records mark the forms “confidential.”

For occupational therapy students, Level II fieldwork education must be completed within 24 months of the last day a student is in a professional class. Usually, Level II fieldwork includes working a minimum of 40 hours per week for up to 6 months.

All physician assistant studies students must successfully pass the summative examination administered before they are permitted to complete the clinical year.

All physical therapy students must successfully pass comprehensive practical examinations before they are permitted to participate in clinical education. These examinations are referred to as matriculation examinations and are held just prior to the first clinical experience and again before the third clinical experience. As the name implies, students must pass the matriculation examination before they can matriculate to or begin clinical education. Students are responsible for all information in the curriculum up to the date of the examination and are given a total of three opportunities to successfully pass. Students who are unable to pass will not be permitted to continue on with clinical education and will need to defer from the program for at least a year. Students who cannot pass the examinations the following year will be dismissed from the program. Department clinical education policies and requirements are stated in the clinical education manual which is reviewed annually.

Pre-Clinical Health Requirements

Prior to entry into the professional phase, all RSHS students must comply with the pre-professional health requirements established by the Centers for Disease Control (CDC) and the University Health Service. However, RSHS students may be asked to provide documentation indicating ongoing health status (e.g., current PPD) AND complete additional health requirements, including the ability to meet the performance indicators/technical standards, in order to meet the standards of a specific clinical site. All students must be aware that some clinical sites are requiring drug screening tests prior to students being placed in that facility for clinical affiliation experience. Students assigned to one of these clinical sites will be required to take appropriate drug screening tests, and all costs incurred will be the responsibility of the student. Results of drug screening tests should be sent to Dean Gregory H. Frazer only if the clinical site requiring the screen does not wish to receive them. Positive drug tests will affect a student’s standing in the academic program. All students will be required to obtain a two-step PPD exam prior to the start of the professional phase. Once enrolled in the professional phase, students must also provide documentation indicating they meet the following program requirements prior to the start of clinical education:

HIPAA

The Health Insurance Portability and Accountability Act (HIPAA) is a Federal Law governing the privacy, confidentiality, and security of oral, written, and electronic patient health information. This law specifies that Duquesne University employ a Compliance Officer and train all students who will have contact with patient health information.

The University Compliance Officer is Joan M. Kiel, Ph.D., C.H.P.S., Associate Professor in the Department of Health Management Systems of the John G. Rangos, Sr. School of Health Sciences. As of April 2004, all students must receive training on HIPAA privacy. As of April 2005, all students must also receive training on HIPAA security. This training will be given in lecture format at the Professional Phase Orientation the Friday preceding the beginning of the fall semester. Students will be given a certificate of completion and an adherence form which **MUST** be carried to their clinical practice sites. Students who have not passed the training cannot participate in clinical education. In addition, live training will be offered throughout the year and the training is available online at: <http://www.hipaatraining.duq.edu>. Students must obtain a Blackboard account through CTS to access the online training.

Please remember that HIPAA is a Federal Law; therefore, any breach of confidentiality, whether intentional or unintentional, can result in both civil and criminal penalties in addition to University sanctions.

Human Participant Protections for Research Purpose Education

All students engaged in research that involves human subjects must obtain verification that they have completed the University required education on protection of human subjects. This verification must be obtained before engaging in any data collection from research subjects. See the Duquesne University Office of Research for more details.

Health Insurance

All students must provide evidence of health insurance. The Office of Risk Management, located in Room 18 Chatham, has information available on a student insurance plan designed specifically for students at Duquesne University. The Office can be reached by calling (412) 396-6677. Students are expected to maintain health insurance until they graduate. Verification must be available upon request.

Professional Liability Insurance

Professional liability insurance will be provided by Duquesne University at no additional cost. Individual students do not need to seek liability insurance on their own to fulfill clinical education. This insurance covers students on University business (e.g., clinical education assignments). However, any student who is employed or is working external to the clinical placement site is not covered under the University's Professional Liability Insurance and should purchase personal liability insurance. Students should be aware that when they become professional practitioners, they may need their own professional liability insurance.

The professional liability limits are:

General Liability		Excess/Umbrella Liability	
General Aggregate	\$ 3,000,000	Aggregate	\$25,000,000
Each Occurrence	\$ 1,000,000	Each Occurrence	\$25,000,000

Denial of Patient Treatment

Students cannot decline to interact with patients who may have a specific disease or other characteristic which the student perceives as a conflict. Patients who have infectious diseases or conditions (e.g., HIV, hepatitis, TB) cannot be denied treatment. Therefore, students assigned to clinical sites where they may have contact with patients who have an infectious disease must be involved in the treatment program of these patients, must understand the proper procedures as published by the Centers for Disease Control and Prevention and the institution where the clinical assignment takes place, and do not have the right to refuse to participate in the treatment of such patients. For certain patient diseases or clinical circumstances, special arrangements will be made for students who are pregnant or who have medical conditions which prohibit clinical interaction. In addition, both the University and the RSHS have developed specific policies in regard to the prevention and management of potential exposures to blood and other body fluids, as well as the

management and disposal of potentially hazardous waste. All students, faculty and staff in the RSHS are expected to comply with these policies and procedures. A copy of these policies and procedures can be obtained from each department or the Office of the Dean. Should an exposure occur during clinical education, the student must also follow the recommendations of the clinical site and the State law.

Student Health Incident/Accident Report and Policy for Reporting Exposure to Blood Borne Pathogens

All health science students must strictly adhere to universal precautions during all clinical encounters. All health related incidents or accidents occurring in the clinical setting or in campus labs involving a student, regardless of severity, are to be reported to the site supervisor immediately. These incidents or accidents include significant exposure to blood and other bodily fluids through a percutaneous injury (e.g., needle stick or cut with a sharp object) or contact with blood, tissue or other bodily fluids that are potentially infectious. Any exposed student must notify his/her clinical coordinator within 24 hours of occurrence. The Student Health Incident/Accident Report is completed by the clinical instructor/supervisor/student. Copies are forwarded to the Department Chairperson, the academic clinical coordinator and the Health Service for follow-up as necessary. See Appendix C for the RSHS Policy for Reporting Exposure to Blood Borne Pathogens.

GRADING POLICY

All professional courses are offered through the RSHS. All didactic courses will be taken for a letter grade, and all clinical education courses will be offered on an honors/pass/not-passing basis, unless otherwise noted by the appropriate department. Class attendance is considered an integral part of the grading process within the professional phase. Students are expected to attend class.

The RSHS will not use the plus/minus system for the professional phase. The following is the officially recognized method of grading course work and rating the academic performance of RSHS students in the professional phase:

- A Distinguished scholarly work
- B Normal progress toward degree
- C Warning - Student subject to faculty action
- D Failure by RSHS Policy (Upon approval, course may be repeated for credit only if QPA requirement is met).
- F Failure
- H Honors (Used to designate exceptional performance in a Pass/Not Pass graded course. Indicates completion of course work with credits earned and with honors but without quality points and is independent of the Quality Point System).
- I Incomplete (A temporary grade given by an instructor when neither a passing nor failing grade can be determined because of incomplete course work. Unless the missed examination or required assignment is made up by the date specified by the instructor and student standing committee, the "I" becomes a permanent "F" grade.
- N Not-Passing (Used to indicate Failure in a Pass/Not Pass graded course and is independent of the Quality Point System; course may be repeated only once for credit with approval of Department Chairperson).
- NG Not Graded (Used to indicate that no grade is issued for a course (e.g., labs).
- P Pass (Used in some courses where scaled grading is inappropriate. Indicates satisfactory completion of course work with credits earned but without quality points and is independent of the Quality Point System).
- W Official Withdrawal (Used to indicate termination of attendance in a course under conditions of official withdrawal).

COMPUTATION OF QUALITY POINT AVERAGE

Quality Point Average is the ratio expressed by the sum of course credits to the sum of quality points earned. The University rounds to three decimal places (e.g., a 3.4995 would be reflected as a 3.500).

The Quality Point values of these grades are:

Grade	Quality Points Per Credit
A	4.0
B	3.0
C	2.0
D	1.0
F	0.0

Grades H, P, N, I, and W are independent of the Quality Point System. Course credits graded F, N, I, and W do not earn credit, and if the course is required for graduation, this course must be repeated and passed.

Students will have a pre-professional and a professional QPA reflected on the RSHS Transfer Credit/Progress Evaluations. The Duquesne University transcript will reflect the student's overall QPA at Duquesne University for ALL courses taken at the University, regardless of whether they were taken within the pre-professional or professional phase).

COURSE SEQUENCE

The professional phase of the occupational therapy program begins each spring semester (January). The professional phase of the physician assistant studies program begins each summer semester (May); all other programs begin the professional phase in the fall semester (August).

All pre-professional courses must be completed prior to entry into the professional phase. No students enrolled in the pre-professional phase are permitted to take any course work reserved for the professional phase (including clinical experiences).

In regard to completion of course work within the professional phase, the RSHS will follow a sequential full-time, and in most cases, year-round curriculum. Students will be required to successfully complete all course work during each semester before progressing into any subsequent semester. There will be no opportunity to interchange any course work.

ACADEMIC STANDARDS/REQUIREMENTS

To remain in good academic standing, normal academic progress in the professional phase requires all students to achieve a minimum 3.0 QPA each semester, with a "C" or better in all letter-graded courses and a "P" or "H" in all honors/pass/not-passing courses. An "N" grade in a clinical education course necessitates repeating the course with a "P" or "H" grade, and any future "N" grades will result in dismissal from the program. An "N" grade may be repeated only once.

The RSHS has adopted the 3.0 semester QPA policy to assure competency to successfully pass licensure/certification/registration examinations to be eligible for professional practice and to better monitor students' progress toward graduation from their respective program. All RSHS students are required to have a 3.0 minimum cumulative professional QPA to graduate.

The RSHS has adopted the "C" or better policy in all professional courses to better ensure students' preparation for future sequential course work and for proficiency and eligibility for licensure/certification/registration examinations, in order to become professionals in their respective fields.

Monitoring Academic Progress

All students must consult with their academic advisor and faculty mentor at least once a semester. In addition, students are strongly encouraged to maintain regular contact with their advisor(s).

While the academic advisor and faculty mentors serve as resources for policies and procedures in academic areas and monitor the student's academic progress, it is ultimately the student's responsibility to ensure his/her own awareness and successful completion of academic and program requirements.

Dean's List

To achieve the distinction of being named to the Dean's List, a student must have a semester record that shows completion of a full-time schedule (12 credits exclusive of pass/not-passing credits), a cumulative QPA of at least a 3.5, and no grade lower than a "C."

Course Difficulty

Students experiencing difficulty in any of their courses, especially if faced with the possibility of earning an unacceptable grade in a required course, are expected to take the initiative and seek assistance at the first sign of difficulty. Students should speak with their instructors, make use of tutorial assistance, and consult with their academic advisor and faculty mentors as soon as possible.

It is the student's responsibility to identify possible problems in course completion and to seek whatever assistance he/she needs to successfully complete the course.

Any student concerned about a particular course, course grade or teaching/testing methods should first discuss his/her concerns with the individual instructor(s). Should the student feel his/her concerns are not resolved after that point, he/she should discuss them with the appropriate Department Chairperson. If the student feels that his/her concerns were not resolved after meeting with the Department Chairperson, he/she should schedule an appointment with the Dean.

Course Withdrawal

There is no refund for withdrawal from a course regardless of the time of withdrawal. Because the student has already paid for the course at the point of withdrawal, financial aid for the current year should not be affected. However, students should be aware that a course withdrawal will affect their earned credits and may therefore have implications for any financial aid they may receive in subsequent year(s). It is the student's responsibility to investigate the financial implications of a course withdrawal. The date for official withdrawal from a course is printed in the current Academic Calendar.

Withdrawal from Clinical Education

Students who are in the clinical education component of their curricula cannot withdraw from clinical education unless there are significant extenuating circumstances that warrant withdrawal. Withdrawal from a clinical education experience can only be done with the approval of the Department Chairperson and ultimately the Dean. Before a student decides on this course of action, he/she should discuss the situation thoroughly with the Department Chairperson who will indicate whether the situation warrants such a decision. Should a student be permitted to withdraw from clinical education, future clinical placements for the student will be at the sole discretion of the Department Chairperson.

Removal from Clinical Education

A student may be removed from clinical education at any time if his/her performance does not meet the requirements and criteria for performance in that phase of the clinical education, or performance in any way are detrimental to patients, clients, the site, the profession, or the Rangos School of Health Sciences. If a student is unable to satisfactorily interact with patients or his/her professional colleagues in the clinical setting, and/or exhibits substandard performance, he/she may, at the discretion of the department and the Dean, be permanently removed from the clinical education phase of his/her program and not be permitted to graduate.

Students cannot decline to interact with patients who may have a specific disease or other characteristic which the students perceive as a conflict.

COURSE WITHDRAWAL/REMOVAL WILL DELAY THE STUDENT'S COMPLETION OF THE PROGRAM AND THEREFORE, HIS/HER ANTICIPATED DATE OF GRADUATION. If granted permission to withdraw, or if removed from a course, the student must receive written documentation from the Department Chairperson approving the withdrawal and change in future course plan. Subsequently, he/she can contact the academic advisor to fill out the course withdrawal form and to discuss when the course will be completed. Any student who fails to inform the Department Chairperson in writing, or fails to complete the appropriate course withdrawal form in a timely manner, will receive a letter grade of "F" (Failure) for that course.

Program Withdrawal

Any student who elects to withdraw from a didactic and/or clinical course during the professional phase of a program in the RSHS must inform the respective Department Chairperson in writing. The Department Chairperson then will inform the clinical affiliation site (if appropriate). A student then must meet with his/her academic advisor to complete the necessary withdrawal forms. It is the student's responsibility to investigate the financial implications of program withdrawal. A student who fails to inform the Department Chairperson in writing or fails to complete the appropriate withdrawal forms in a timely manner, will receive a letter grade of "F" (Failure) for the didactic courses or "N" (Not-passing) for the clinical education course for which he/she is enrolled.

Grade Correction

Students who receive an incorrect grade should immediately contact the instructor to verify the error. The instructor should then obtain a "Change of Grade Form" from either the academic advisor or the Registrar's Office. The instructor should record the correct grade on the form and then submit it directly to the Office of the Dean for the Dean's approval and signature. It will then be forwarded to the Registrar's Office to have the grade corrected on the student's record and transcript.

"I" (Incomplete) Grade

Students who are unable to complete course work for any reason have a right to discuss with the course instructor, the possibility of receiving an incomplete ("I") in a class, provided that 70% of the course work has been completed. The instructor and/or the Office of the Dean, however, reserve the right to establish a date by which the "I" must be removed. This date will occur before, or no more than three weeks after, the end of the semester. Any "I" not removed by the date specified, becomes a permanent "F." Professional students must remove all "I" grades in order to graduate.

Academic Council approved the use of the standard Change of Grade Form as a permanent replacement for the undergraduate I-Grade Removal Form effective Fall 2010.

Change of Grade Forms are available in the school offices as well as the Registrar's Office and must be obtained by the instructor. These forms are not issued to students. Once the course work is complete, the instructor should obtain a Change of Grade Form, complete it, and submit it to the Dean's Office for the dean's

signature by the deadline as published in the Academic Calendar (see www.duq.edu/registrar). This deadline coincides with the last day to submit midterm grades. Once signed by the dean, the Change of Grade Forms will be sent by the deans' offices to the Office of the Registrar, where they are due one week later.

Faculty may grant extensions due to extenuating circumstances but must notify the Office of the Registrar of any extensions prior to these deadlines. Incomplete grades remaining after the deadlines will be converted to "F" grades. The "F" grade becomes a permanent grade and cannot be changed.

A student should be aware that, for the purposes of Student Standing Committee action, the RSHS reviews the student's grades and semester QPA to date, pending removal of the "I." Once a student removes the "I," the Committee will make adjustments as necessary to accurately reflect the student's academic standing.

Academic Integrity

Duquesne University and the RSHS believe that academic integrity is a vital part of student responsibility. Each student's grade(s) should reflect only that student's achievement. Thus, it is the student's responsibility to maintain academic integrity in regard to class assignments, examinations and all other course requirements. Charges of academic dishonesty will be investigated thoroughly. Cheating, plagiarism, and knowingly assisting other student(s) who violate academic integrity will not be tolerated. What constitutes violation of academic integrity, the University's response to those violations, and student rights of appeal in regard to charges of such violations, are further explained in the Student Handbook, the Code of Student Rights, Responsibilities and Conduct (<http://www.duq.edu/student-life/student-handbook/>), the Academic Integrity Policy published by the University(see Appendix A), and the RSHS Student-Generated Code of Conduct (see Appendix D).

RSHS Academic Integrity Policy

As an essential element of the Duquesne University mission to educate the mind, heart, and spirit, members of the University dedicate themselves to upholding the highest moral and ethical principles. Since the quest for truth and understanding must be conducted in an honest manner, upholding Academic Integrity is a responsibility and obligation of all members of the University community, including faculty, administration, staff, and students. Students are responsible for maintaining Academic Integrity throughout class assignments, examinations, and all other requirements related to their courses of study.

Individuals who seek or receive credit for intellectual work that is not their own violate Academic Integrity, as do individuals who falsify or ignore data to reach a predetermined conclusion or who destroy or contaminate another person's data or intellectual property. Violations of Academic Integrity may include, but are not limited to, the following:

Cheating

- Cheating on quizzes, tests, examinations, or projects may include giving, receiving, or using unauthorized assistance or material. (Unauthorized material may include but is not limited to, notes or other written documents, unauthorized calculators and/or formulas, computer programs, software, data, or text).
- In other contexts (e.g., group projects, labs), cheating may include forms of deception intended to affect grades or other outcomes.
- Cheating may include, but is not limited to, student use of sources beyond those authorized by the instructor in fulfilling assignments such as writing papers, preparing reports, developing course projects, or solving problems.

- Cheating may also include student acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.

Plagiarism

- Plagiarism in papers or other written, electronic, or oral work (including essays, research papers, theses, dissertations, presentations, class projects, or work for publication) may include, but is not limited to, student use--whether by summary, paraphrase, copying, direct quotation, or a combination--of the published or unpublished work or specific ideas of another person or source without full and clear acknowledgment (including the use of quotation marks to indicate the source's specific language).
- Plagiarism may include the submission of material from sources accessed through the Internet or by other means, or from other individuals, without proper attribution.
- Plagiarism may include the submission of a paper prepared in whole or in part by another person or agency engaged in providing or selling term papers or other academic materials.

Deceit in academic matters

- Deceit may include, but is not limited to, furnishing false information regarding academic matters to any University instructor, official, or office with intent to deceive.

Misuse of documents

- Misuse may include, but is not limited to, forgery, alteration, or improper use of any University document, record, or instrument of identification (written or computerized).
- Misappropriation, mutilation, or destruction of tangible assets such as books, journals, electronic data, and related resources available in libraries and offices.

Assistance in the violation of Academic Integrity

- Assistance may include, but is not limited to, any knowing facilitation of intellectual dishonesty by another person or persons.

Violations of Academic Integrity--whether or not they are the **result of a deliberate intent to deceive**--are subject to academic sanctions, including (but not limited to) oral and/or written reprimand; lowered grade or failure on an assignment; lowered course grade; failure of a course; suspension or dismissal from a class; suspension or dismissal from the School or the University; and/or revocation of a degree.

Statement of Responsibility for Communicating, Educating and Learning about Academic Integrity

To create and maintain a culture of Academic Integrity at Duquesne University, all members of the community must take an active role. Responsible leadership on the part of the University Standing Committee on Academic Integrity, the Office of the Provost, the Center for Teaching Excellence, the administration of each School, and all faculty and students is needed. Many problems can be prevented through careful and systematic education and communication. A climate of positive scholarship with integrity can be fostered through open dialogue and learning.

Although this listing of roles and responsibilities suggests courses of action that, if followed, will greatly reduce the likelihood of cheating and plagiarism, no one segment of the University community alone can ensure attainment of Academic Integrity. Not only must all work together, but all must maintain vigilance over

time, provide continual reinforcement of key messages and expectations, and keep channels of communication open and free-flowing. The allocation of specific responsibility to one or more parties does not relieve others of their individual and collective duties; Academic Integrity is a common asset and needs to be nurtured by all.

The procedures that follow are practical suggestions for promoting a positive academic environment founded on scholarship, inquiry, the pursuit of excellence, and mutual trust. As such, they are neither comprehensive nor exhaustive, but are intended to guide prevention, education, communication, policy review, effective administration and individual action.

Students

- learn what Academic Integrity means and why it is vital to the Mission of the Duquesne University community
- ask the course instructor whenever unsure of what may constitute plagiarism or cheating, or if uncertain of what resources or tools may be used in completing an assignment or exam
- identify resources (websites, Librarians, Resident Advisors) that may be consulted when faced with questions about when and how to cite works consulted
- carefully document all research and work done in the completion of each assignment for which other resources are consulted
- alert course faculty or School administrators upon learning that another student may have cheated or plagiarized

Student Conduct and Disciplinary Action

Duquesne University and the RSHS expect student conduct to reflect the values and mission of the University. Rules and regulations of misconduct, disciplinary sanctions, judicial policies and student rights of appeal in regard to charges of conduct violations are explained in the Student Handbook, the Code of Student Rights, Responsibilities and Conduct (<http://www.duq.edu/student-life/student-handbook/index.cfm>), the Academic Integrity Policy published by the University (see Appendix A) and the RSHS Student-Generated Code of Conduct (see Appendix D). When a student has violated a policy or procedure, a confidential hearing will be held by the Director of University Judicial Affairs. A sanction will be determined by the Director after hearing from all parties involved. Disciplinary matters are generally not handled by the individual schools. Legal technicalities are minimized and emphasis is placed on the rights and responsibilities that exist between the student and the University.

Should a student be arrested and/or convicted of a crime before or during the time he/she is preparing to enter a profession, a criminal record may have further implications on the student's ability to practice. Many of the disciplines in the School require proof or validation from the state and federal governments of a student's lack of a criminal record to be eligible for certification, licensure or registration examinations, as well as working with children and confidential records. Additionally, individual departments may also have policies regarding discipline and conduct. Please refer to departmental handbooks for further information.

Performance Indicators/Technical Standards

All RSHS students will be expected to have abilities in five categories: observation, communication, motor, intellectual, and social. These abilities enable the student to perform tasks required to meet graduation and professional requirements as measured by state and national certification, licensure, and registration processes. These tasks will vary from program to program, according to the proficiency requirements of each profession. The required physical examination validates those abilities included in the performance indicators/technical standards. On an individual basis, reasonable accommodations will be considered for persons with documented disabilities; however, students must be able to perform in an independent manner. Should a student's ability to meet the Performance Indicators change at any point in the academic program, it is his/her responsibility to report this to the Department Chairperson.

All RSHS students will be expected to perform certain physical, mental, and emotional tasks in order to complete graduation and professional requirements as measured by state and national certification, licensure and registration processes. These tasks will vary from program to program, based upon the skills essential to the practice of each profession. Any student who thinks he/she does not possess one or more of the five abilities should seek assistance from an academic advisor or faculty mentor, and the Learning Skills Center, and must notify and work with the Office of Freshman Development and Special Student Services. It is the student's responsibility to notify both the RSHS and his/her respective department of any accommodations which may be necessary. Neither the student nor an RSHS faculty member has the right to ignore documented accommodations.

Any student who, after reasonable accommodations, cannot perform the essential skills may not be permitted to continue in their respective program. The following indicators are required, with or without accommodation:

Observation: Candidates must have sufficient sensory capacity to observe in the lecture setting, the laboratory, and the health care, educational, or community setting. Sensory abilities must be adequate to perform appropriate examinations or assessments including functional vision, hearing, and tactile sensation to observe a patient's condition and to elicit information appropriate to the particular discipline.

Communication: Students must be able to communicate effectively and professionally in academic, community, educational, and health care settings and be able to demonstrate proficiency in both verbal and written English.

Motor: Students must have the ability to participate in basic diagnostic and therapeutic maneuvers and procedures. Motor function must be adequate to fully execute movements required to provide patient care in their respective disciplines which may include dependent transfer of an individual, physical examination techniques and medical procedures. Students must be able to negotiate patient care environments required in their particular discipline and be able to move between settings such as the classroom, health care facility, educational, or community setting. For example, some physical tasks require that students should be able to transfer the equivalent of an adult human's body weight.

Physical stamina sufficient to complete the rigorous course of didactic and clinical study is required. Long periods of sitting, standing, or moving are required in a variety of learning sites.

Intellectual: Students must be able to measure, calculate, reason, analyze, and integrate information as well as be able to comprehend temporal and spatial relationships.

Social: Students must exercise good judgment and be able to function, appropriately and effectively, in the face of uncertainties inherent in clinical practice and must maintain mature, sensitive and effective professional relationships with faculty, students, patients and other members of health care and/or educational teams.

ACADEMIC PROBATION

Any student who fails to achieve the required 3.0 semester QPA will be placed on academic probation beginning with the following semester.

Students who are placed on academic probation must meet with their academic advisor and faculty mentor(s) upon notification, and must be aware of the importance of monitoring their cumulative QPA in order to ensure they will meet graduation requirements.

Probation Status

Any student who has been placed on academic probation and then subsequently fails to achieve, in any semester, the required 3.0 semester QPA will be academically dismissed from the RSHS.

If a student is on academic probation as he/she enters the final semester, he/she must still have the required overall QPA for graduation.

Students who have been on academic probation are reminded that they must continue to achieve the required 3.0 QPA each and every successive semester in order to continue in the program. They are also reminded to monitor their cumulative professional QPA carefully in order to ensure they will meet graduation requirements.

In a semester in which a student is taking only one letter graded course, with all other courses being Pass/Not Passing courses, obtaining a "C" will not invoke probationary status if the student's cumulative professional QPA remains at or above a 3.0.

REPEATING COURSES

Any student who was previously on academic probation in the professional phase and who earns less than a "C" grade, regardless of his/her semester QPA, will be academically dismissed from the RSHS. A student who has not been on academic probation in any prior semester who earns less than a "C" grade in a course will be permitted to repeat the course only once.

IN THE PROFESSIONAL PHASE, THIS MAY REQUIRE STUDENTS TO SIT OUT AN ENTIRE ACADEMIC YEAR OR UNTIL THE COURSE IS OFFERED AGAIN.

The opportunity to repeat a course or take courses in the next class level will be predicated on space availability. The department and the Office of the Dean reserve the right to prohibit students from continuing in other professional courses until the deficiency(ies) is(are) removed. A student will be placed on academic probation until the deficiency(ies) is(are) removed, regardless of their earned grades in other courses.

Speech-language pathology students who earn a not-passing grade for a clinic course are required to repeat that course, which will delay graduation by at least one semester. The timing of clinic course repetition is dependent on the availability of clinical placements. Students who earn a not-passing grade for a clinical course will be placed on academic probation for the subsequent semester. Students on academic probation who subsequently fail to meet the program criteria (e.g., earn a semester QPA of less than 3.0 or a not-passing for a clinic course) will be academically dismissed from the program.

Students are permitted to repeat a didactic or clinical education course only once. A student who fails to receive the required passing grade, after the second attempt, will be academically dismissed from the RSHS, regardless of the semester QPA.

Students who successfully repeat a not-passing clinical education experience must receive at least a Pass or Honors grade on all other experiences. A second not-passing grade will result in academic dismissal from the RSHS.

Students must seek the approval from their respective Department Chairperson in order to repeat a professional course. Should written approval be granted, students must bring the written documentation, along with recommendations for a future course plan to the academic advisor in order to register for the course. All grades are retained on the Duquesne University transcript. The grade and credits earned under the second attempt, however, will be computed in the cumulative QPA and earned credit totals on the Duquesne University transcript (even if the second attempt results in a lower grade).

ACADEMIC DISMISSAL

University Policy

University policy dictates that all students are subject to dismissal from the RSHS and the University for academic reasons if:

1. They fail three courses within any one semester.
2. Their cumulative QPA is less than 2.0 -- for students who have attempted 90 credits or more.

RSHS Policy

RSHS policy dictates that a professional phase student is subject to dismissal from the RSHS for any one or more of the following reasons:

1. They were admitted into the University and/or RSHS into the professional phase of a RSHS program on probation and subsequently fail to achieve the required 3.0 semester QPA during any semester within the University and/or RSHS.
2. They are a physician assistant studies or speech-language pathology student who fell below the 3.0 semester QPA for the first time in the final semester of the pre-professional phase but since they had the minimum 3.0 cumulative pre-professional QPA, they were permitted to enter the professional phase of their program on probation. They then failed to achieve the minimum required 3.0 QPA during a subsequent semester.
3. They fail to achieve a semester QPA of 3.0 during any two semesters.
4. They fail to achieve the required grade in a course upon the second attempt, regardless of the semester QPA.
5. They fail to achieve the required grade of "C" in a RSHS professional phase course once they have been on probation, regardless of the semester QPA in which they receive the less than a "C" grade.
6. Students who successfully repeat a not-passing clinical education experience must receive a Pass or Honors grade on all other experiences. A second not-passing grade will result in academic dismissal from the RSHS.
7. They fail to meet the RSHS academic or program requirements (e.g., A STUDENT WHO DOES NOT COMPLETE HEALTH REQUIREMENTS FOR ENTRY INTO CLINICAL EDUCATION).
8. They exhibit behavior detrimental to their profession, including failure to demonstrate ethical and/or professional behavior and academic dishonesty. Students found to be cheating are subject to automatic dismissal.

Once notification is made of academic dismissal, a student's registration and financial aid are canceled.

STUDENT OPTIONS UPON NOTIFICATION OF ACADEMIC DISMISSAL

Student Standing Committee and the Academic Grievance Procedure

Each School in the University has its own Student Standing Committee established as an advisory to the Dean of the School and charged with the following responsibilities:

1. Discussion and decisions on current academic policy and any departure by students from academic policy or curricular requirements.
2. Advising for the enforcement of the policies of academic standing and placement of students on academic warning, academic probation or academic dismissal.

The Student Standing Committee meets at the end of each academic semester and as needed throughout the academic year to review the cases brought before it.

A student should be aware that, for the purposes of Student Standing Committee action, the RSHS reviews the student's grades and semester QPA to date, pending a change of grade or removal of an "I" grade. Once a change of grade has been received or a student completes the "I", the Committee will make adjustments as necessary to accurately reflect the student's academic standing.

A student has the right to appeal when significant extenuating circumstances have affected the student's ability to perform academically. This appeal process should be discussed with the respective Department Chairperson before a formal appeal is sent to the Student Standing Committee. Appeals to the Student Standing Committee should be submitted in writing within the specified period of time indicated in the initial notification letter. The appeal documentation should include: a detailed explanation and timeline of the extenuating circumstances; supporting documentation (e.g., letter from physician); description of steps taken to remedy the situation, including dates; and, the names of any individual(s) who were aware of these circumstances at the time they took place.

Students are required to notify their academic advisor, faculty mentor, or Department Chairperson immediately if a known condition or extenuating circumstance(s) arises that may affect their academic performance (e.g., earning an unacceptable grade in a required or sequential course) during any semester.

All correspondence, requests and appeals to the Committee should be addressed as follows: Student Standing Committee, 302 Health Sciences Building, Duquesne University, Pittsburgh, PA 15282.

All questions regarding the Student Standing Committee and any Committee decisions and/or correspondence, should be directed to the Office of the Dean.

Appeal of Academic Dismissal and Reinstatement to the RSHS

A student who has been academically dismissed from the RSHS due to circumstances beyond his or her control, or for any of the University or RSHS policy violations listed on page 58, has the right to appeal, when significant extenuating circumstances affected the students' ability to perform academically. This should be discussed with the respective Department Chairperson before a formal appeal is sent, in writing, within ten days of the dismissal notification, to the RSHS Student Standing Committee, Office of the Dean.

If for any reason a student is reinstated, it is the student's responsibility to make sure his/her registration and/or financial aid are also reinstated. Also, upon reinstatement, a student may be required to meet additional requirements at the discretion of his/her Department Chairperson to remediate any academic deficiencies. These additional requirements may delay a student's academic progress. Any additional course work must be completed with a "C" or better grade and will not be calculated in the professional QPA.

Apply for Reinstatement to Another School at Duquesne University

Students who have decided not to return to the RSHS or who have been academically dismissed from the RSHS may be eligible to continue their studies at Duquesne University through another School.

Readmission To RSHS

RSHS students who have left their program in good academic standing may apply for readmission into the same RSHS academic program, with approval of the Department Chairperson.

Former RSHS students who have been dismissed because of academic difficulties cannot apply for readmission into the same academic program.

Any student who is no longer enrolled in the RSHS, and later wishes to return to Duquesne University should contact the Office of Admissions directly for further information.

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GRADUATION REQUIREMENTS

GENERAL REQUIREMENTS

The candidate for a University degree must be a person of good moral character who has satisfactorily completed all academic requirements for the degree program; been recommended by the Dean; filed the degree application with his/her academic advisor on or before the latest date to apply for graduation as announced in the Academic Calendar for each semester; and paid all indebtedness to the University.

It is the student's responsibility to determine that courses taken each semester are sequentially correct and necessary for the degree program involved. Students will work in consultation with their academic advisor and faculty mentors to periodically review progress toward graduation and resolve any questions about the fulfillment of graduation requirements. Students must not only have successfully completed each required semester of course work, but also registered for and received official grades for those semesters in order to receive their diploma.

Service Learning

The mission of Duquesne University calls for service of others by persons with consciences sensitive to the needs of society. As part of the University Core Curriculum, every student will take a minimum of one course that includes a required Service Learning component. These courses are identified by the "SL" designation.

Service-Learning is a teaching method that combines academic instruction, meaningful service, and critical reflective thinking to enhance student learning and social responsibility. It differs from volunteerism, community service, internships, and field education through the use of ongoing, structured reflection and an emphasis on sustained, reciprocal partnerships between faculty and community partners.

The Office of Service-Learning (OSL) is available to assist students, faculty and their community partners and can be reached by calling (412) 396-5893 or by visiting the web at www.servicelearning.duq.edu.

Residency Requirement

In order to graduate with any degree from Duquesne University, all students must complete the final 30 credits of their respective programs in residence at the University.

A residency requirement of 60 credits exists for students who wish to be considered for academic honors upon graduation at the bachelor's degree level. Students should be aware of these residency requirements when deciding on credit loads each semester during their pre-professional phase.

Statute of Limitations

According to University policy, degree requirements must be completed within ten years after initial enrollment. At the end of the ten-year period, the student's record is re-evaluated in terms of the curriculum in effect at that time, and the student is advised of any additional requirements for graduation. According to the RSHS course sequence and individual professional accreditation standards, RSHS students may have significantly less time than allowed by the University. For example, an occupational therapy student must engage in fieldwork within 24 months of the completion of their academic requirements without returning for additional didactic course work, as deemed appropriate. All Health Management Systems technology courses will be assessed for currency and relevancy.

INTER-SCHOOL MAJORS AND MINORS

Should a student have completed an inter-school major or minor, he/she should work with his/her academic advisor to complete the appropriate administrative forms at the same time as completing the degree application for his/her bachelor's degree. It is the student's responsibility to ensure he/she meets the academic requirements established by the appropriate School or department offering the minor.

SPECIFIC PROGRAM REQUIREMENTS

Each program sets forth specific curriculum requirements for graduation, in addition to the general requirements, for which the student is responsible.

Bachelor of Science Degree Programs

1. A student who has completed all requirements in the athletic training program with a minimum 3.0 cumulative professional QPA will receive a Bachelor of Science in Athletic Training.
2. A student who has completed all requirements in the health management systems program with a minimum 3.0 cumulative professional QPA will receive a Bachelor of Science in Health Management Systems.
3. Students on academic probation may be candidates for graduation only with permission of the Dean. In some instances, students may be required to complete additional courses, as determined by their respective department.
4. Upon special request and subsequent approval of the appropriate Department Chairperson and the Dean, any student who has completed the credit hours and met the QPA requirements, but has not successfully completed the required course work within his/her last undergraduate semester, may be candidates for graduation with a Bachelor of Science in Health Sciences. An athletic training student graduating with a Bachelor of Science in Health Sciences degree will be ineligible to sit for the national (BOC) examination for Athletic Trainers.

Entry-Level Master's Degree Programs

Graduation at the Bachelor's Degree Level

Any student in any of the five-year entry-level master's degree programs who has completed all requirements with the minimum cumulative Duquesne University QPA of 3.0 in occupational therapy, physician assistant studies and speech-language pathology will receive a Bachelor of Science in Health Sciences. Students who have already earned a bachelor's degree will not be awarded a B.S. in Health Sciences but will work directly toward the appropriate master's degree.

Graduation at the Master's Degree Level

ALL RSHS STUDENTS SEEKING A RSHS MASTER'S DEGREE MUST OBTAIN A MINIMUM 3.0 CUMULATIVE PROFESSIONAL QPA TO GRADUATE AT THE MASTER'S LEVEL.

1. A student who has completed all requirements in the health management systems program and the appropriate number of credits with a minimum 3.0 cumulative professional QPA will receive a Master of Health Management Systems.

2. A student who has completed all requirements in the occupational therapy program and the appropriate number of credits with a minimum 3.0 cumulative professional QPA will receive a Master of Science.
3. A student who has completed all requirements in the physician assistant studies program and the appropriate number of credits with a minimum 3.0 cumulative professional QPA will receive a Master of Physician Assistant Studies.
4. A student who has completed all requirements in the speech-language pathology program and the appropriate number of credits with a minimum 3.0 cumulative graduate QPA will receive a Master of Science.
5. Students on academic probation may be candidates for graduation only with permission of the Dean. In some instances, students may be required to complete additional courses, as determined by their respective department.

Master’s Degree Program

A student who has completed all requirements in the health management systems program and 36 credits with a minimum 3.0 cumulative QPA will receive a Master of Health Management Systems.

Doctoral Program

Effective fall 2000, freshmen and transfer physical therapy students will require a 3.0 minimum cumulative Duquesne University QPA to receive a Bachelor of Science in Health Sciences.

Graduation at the Doctoral Degree Level

A student who has completed all requirements in the physical therapy doctoral program and the appropriate number of credits with a minimum 3.0 cumulative professional QPA will receive a Doctor of Physical Therapy.

HONORS

Baccalaureate degrees are awarded with special mention to students who have completed their degree with unusual distinction and a minimum of 60 credits in residence. Honors are based on these standards:

Cum Laude	3.50 to 3.744 QPA
Magna Cum Laude	3.75 QPA and above
Summa Cum Laude... ..	Upon recommendation of the Faculty and a 3.90 QPA, the Magna Cum Laude citation may be raised to Summa Cum Laude.

The University and the RSHS do not award honors upon graduation at the graduate degree level.

CEREMONIES

The traditional University Commencement Ceremonies take place in May and December.

Students graduating at the graduate degree level in either August or December are encouraged to participate in the School’s Diploma Ceremony and the University Commencement Ceremony, respectively.

CERTIFICATION, LICENSURE AND REGISTRATION

Most RSHS students will be required to take some type of certification, licensure and/or registration examination(s) to prove they have the knowledge base and skills to perform the daily tasks required by their profession. For professions that require certification, licensure and/or registration, students should be aware that these are separate and independent processes that may occur on both the national and state level. Some credentialing bodies require students to graduate from an accredited program before sitting for the examinations; athletic training and speech-language pathology students may sit for their examination at the testing time which immediately precedes graduation. Other credentialing exams are program specific, e.g., State Teaching Certification Exam.

Both national and state credentialing bodies reserve the right to withhold credentials from an individual if they question the applicant's ability to practice. This can include issues such as convictions for a felony, professional sanctions, record of substance abuse and other concerns for patient or client safety. Criminal and professional sanctions also exist for improperly credentialed practitioners.

Athletic Training

Athletic Trainers must be certified on a national level and be certified, registered, or licensed on a state level, if required by the state in which the student intends to practice. Upon completion of program requirements in athletic training, students will be eligible to sit for the national Board of Certification examination (BOC). The approximate cost is \$360.00. All students must pass this examination to be recognized nationally as certified athletic trainers. Students must register for the examination on-line at www.bocatc.org.

Those students who wish to practice in the state of Pennsylvania also must apply to the Pennsylvania State Board of Medicine and State Board of Osteopathic Medicine for certification as an athletic trainer after they have passed the BOC examination. An athletic trainer must have this certification to practice as a certified health professional in Pennsylvania. For more information on this certification process, contact the Bureau of Professional Licensure, State Boards of Medicine and Osteopathic Medicine (www.dos.state.pa.us). If a student wishes to practice outside the state of Pennsylvania, that student should contact the specific state's athletic training organization or the NATA national office for more information.

Health Management Systems

Health Management Systems is a multidisciplinary field which encompasses data and information management, information technology, health management, and health records administration to more effectively and efficiently reengineer the healthcare delivery system. Because the greatest opportunities exist for students who are able to bridge these topics, Duquesne University's health management systems program is focused on integration rather than specialization.

Occupational Therapy

In order to practice, occupational therapists must first be certified on a national level, and may then apply for licensure on the state level, if required by the state involved. To be eligible for the certification examination and licensure, a candidate must be of good moral character, and not abuse substances. An individual who has committed a felony or abused substances may not be eligible to sit for the national certification examination and/or licensure. Upon graduation from the occupational therapy program, students will be eligible to sit for the certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). The approximate cost is \$490.00. The National Board for Certification in Occupational Therapy accepts applications for the examination and maintains the roster of certified occupational therapists. See www.nbcot.org for more information

Licensure requirements and costs vary state-to-state and graduates must contact their state agency to identify specific requirements for licensure in that state. The national certification exam is used nationwide as the primary factor for determining eligibility for professional state licensure. A temporary license typically requires that the individual be supervised by a licensed individual and be registered for the next certification examination. After successful completion of this exam, the individual will be initially certified as an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice. Typically, state licensure is based on the results from the NBCOT certification examination.

Physical Therapy

In order to practice, physical therapists must be licensed according to state law. Upon graduation from the physical therapy program, students will be eligible to sit for a computerized licensure examination. The procedures for taking the computerized exam vary from state to state, therefore the student must obtain the information and application from the state in which he/she wishes to practice. Once a student receives an "admission ticket" from a state board, the student may choose the city and time of the exam. Presently, the test is available at most Sylvan Learning Centers. In Pennsylvania, the Physical Therapy Practice Act is the law under which physical therapists practice. To be eligible for licensure an applicant must be twenty years of age, be of good moral character, not be addicted to the habitual use of alcohol or narcotics or other habit-forming drugs, and be a graduate of an accredited educational program. Please refer to the official Physical Therapy Practice Act for details.

Physician Assistant Studies

In order to practice in most states, a physician assistant must first be certified on a national level, and may then apply for licensure or registration on a state level, as required by individual states. Upon graduation from an accredited physician assistant program students are eligible to sit for the Physician Assistant National Certifying Exam (PANCE). This examination is offered at Sylvan Learning Centers 50 weeks of the year. The registration fee for the certification examination is approximately \$475.00.

Licensure/registration requirements and costs vary from state-to-state. Graduates should contact their specific State Board of Medical Licensure and State Society of Physician Assistants to identify specific requirements for obtaining practicing privileges and understanding particular practice scope in that state.

Speech-Language Pathology

In order to practice, speech-language pathologists must typically hold national certification in the form of a Certificate of Clinical Competence (CCC) awarded by the American Speech-Language-Hearing Association (ASHA). The CCC will be awarded by ASHA following completion of academic and clinical education, completion of a nine-month full-time clinical fellowship (see ASHA Membership & Certification Handbook, available on-line at <http://www.asha.org>), and receipt of a passing score on the national examination in speech-language pathology (specialty area test 20330 of the Praxis Series by the Educational Testing Service, ETS). Additionally, most states require that speech-language pathologists are licensed, certified, or registered according to state law. Students are responsible for contacting the appropriate state boards for additional information and applications. The national examination in speech-language pathology (specialty area test 20330) is also required for licensure by the Pennsylvania Bureau of Professional and Occupational Affairs.

In order to work in public schools, most states require speech-language pathologists to hold teacher certification in their area of specialization. In Pennsylvania, individuals wishing to work in the public school system must earn a degree from a Department of Education approved program and must pass a series of examinations administered as part of the Praxis Series by ETS.

Information about and registration for all Praxis Series examinations may be found on-line at <http://www.teachingandlearning.org> (click on The Praxis Series) or by calling (609) 771-7395.

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STUDENT LIFE AND STUDENT AND ALUMNI SERVICES

ORIENTATION

During the five days before the start of fall classes in mid August, the University conducts a mandatory campus-wide orientation program for all new incoming students. The Faculty, Staff, Administration, and current students from RSHS participate in a specialized school session during that time as well. All new incoming students are assessed a fee for this mandatory program.

The RSHS also conducts a separate Professional Orientation Program for all students entering the professional phase of their respective programs in August, prior to the beginning of classes.

A RSHS Student Body Meeting is held for all new and current RSHS students in September of each year.

INFORMATION FOR RESIDENTS

Office of Residence Life

The Office of Residence Life is committed to creating an environment in each of the six Living Learning Centers in which the student may grow and develop as a total person. Its philosophy and programs are based on the belief that the Living Learning Center experience is an important part of the total University education. Therefore, it is the purpose of the Office of Residence Life to facilitate the personal and academic growth of the resident student. For further information contact the Office of Residence Life. The Office is located in Assumption Hall and can be reached by calling (412) 396-6655.

Room and Board

All freshmen and sophomores, except those residing with their parents, are required to live in one of Duquesne's Living Learning Centers. For all new students, the request for on-campus residence is made on the Application for Admission to the University. Upon acceptance to the University, all new students are then mailed a Housing Information Packet. The required paperwork must be completed and submitted to the Office of Residence Life.

All current students must renew their application for housing through the Office of Residence Life; upperclassmen are able to select a new room during the spring semester each year.

Housing reservations are made on an academic year basis and include the standard 14-meal/week with 145 flex-dollars residential meal plan. An optional 10-meal/week with 245 flex-dollars or 19 meal/week with 65 flex-dollars residential meal plan for students can be chosen no later than the final and late registration period.

Students who will be unable to participate in normal lunch and dinner hours can obtain bag lunches and dinners through the Shortstop Convenience Store.

Room and board rates are determined on an annual basis. Room assignments are made on a first-come, first-serve basis. Therefore, it is extremely important for the student to return his/her housing application as soon as possible. Residence Halls are closed during vacation (Thanksgiving, Christmas, Spring Break and Easter) periods. Students desiring residency during breaks or for the summer semester should make reservations with the Office of Residence Life well in advance. Rooms may be occupied no earlier than noon of the day preceding the beginning of any orientation or registration period.

All full time students must have medical insurance coverage and provide the University with verifiable proof of coverage. Inquiries about health insurance should be directed to the Risk Manager by calling (412) 396-6677.

Additional information regarding policies and regulations for the Living Learning Centers can be obtained by contacting the Office of Residence Life via email at orl@duq.edu or by calling (412) 396-6655.

Room and Board - Withdrawal and Refund

A resident student must notify the Office of Residence Life in advance of the planned withdrawal. No refund of room charges will be made where withdrawal occurs after the opening of classes. In the event of withdrawal, board will be refunded at the rate of 75 percent of the balance remaining on the student's meal plan, up until mid-semester. After the mid-semester point, no refund will be made. Any student who needs to cancel the housing agreement mid-year must follow the procedures established by the Office of Residence Life. No reduction of charges nor refund of payments to which a student may have been otherwise entitled will be made if withdrawal is not in accordance with the official withdrawal procedure.

OFFICE OF COMMUTER AFFAIRS

Duquesne Union, Room 117. If you are a commuter student and have a question, suggestion, concern or need additional information – the Office of Commuter Affairs is the place for you. All students who live off campus (undergraduate/graduate, day/evening, full time/part time) are encouraged to utilize our information and services. These include:

- Commuter Center, located on the 1st floor of the Duquesne Union, including: quiet study room, computer lab, and lounge with refrigerator, microwave, television, and comfortable furniture.
- Parking and Transportation Information: The office can assist students with University parking information. If you use public transportation, Port Authority bus schedules are available outside the office; and bus passes are sold in the Information Center on the 3rd floor of the Duquesne Union.
- Off-campus Housing Information: Up-to-date listings are maintained of rooms, apartments, houses and “roommate needed” situations. These are available on our website or in the office.
- Programs for commuters and their families including academic assistance programs.
- Commuter Assistant Program: This program is a support network of upperclassmen students who serve as advisors and provide resources for new undergraduate commuters. CA’s plan activities, provide information and supply encouragement.
- Commuter Message Center: If someone needs to get a non-emergency message to a student on campus, they may call (412) 396-6660. The message is posted outside the office for the student to pick up.
- Commuter Council: A student run governing body designed to identify commuter concerns and to provide educational, social and service-oriented programs for the University’s large commuter population.

The Office of Commuter Affairs is open Monday through Friday, 8:30 a.m. – 4:30 p.m. For further information, call (412) 396-6660, e-mail commuteraffairs@duq.edu or visit our website at: <http://www.duq.edu/commuter-affairs>.

NOTE: Freshmen and sophomores attending Duquesne University are required to live on campus or with their parents or guardians. As such, compliance is a condition of a student's enrollment to Duquesne University. Please see the *Code of Student Rights, Responsibilities and Conduct* for further information regarding Duquesne's Residency policy (<http://www.duq.edu/student-life/student-handbook>).

PARKING AND TRAFFIC MANAGEMENT

For up-to-date parking information, consult our web site at www.duq.edu/parking . You may also contact us via e-mail at parking@duq.edu or by phone at (412) 396-5267.

Health Management Systems Master's students who wish to park Saturdays may purchase discounted stickers at the parking office Monday – Friday from 8:30 a.m. – 4:30 p.m. or call our office for more information.

UNIVERSITY SUPPORT SERVICES

Comprehensive Student Advisement

The Office of Comprehensive Student Advisement coordinates undergraduate advisement. Advisors are located in their respective schools. For further information, the Coordinator may be contacted at (412) 396-5046.

Spiritans Campus Ministry

Spiritans Campus Ministry promotes the spiritual life and development of all members of the Duquesne community, students and employees. Activities, programs, and events are designed to respond to personal and community needs through such things as pastoral counseling, spiritual direction, worship and prayer opportunities, Bible study, retreats and community outreach. Offices are located in the Administration Building, the Duquesne Union, and the living learning centers. All faith traditions are welcome. For information, call (412) 396-6020 or visit the SCM website at <http://www.duq.edu/campus-ministry/>.

Career Services Center

The Career Services Center provides comprehensive career planning and job search assistance to Duquesne students and alumni. Services include professional career counseling, a career resource library, job-search workshops, networking events, career fairs, on-campus interviews, and DuqConnection, an online job posting and career management system for part-time, internship, and full-time employment opportunities. The Career Services Center is located in the Rockwell Hall Commons and online at www.duq.edu/careerservices. For more information, call (412) 396-6644 or e-mail careerservices@duq.edu.

Duquesne CARES

Office of Alcohol and Other Drug Education and Services

Located in Assumption Hall, Duquesne CARES offers a variety of services to the entire university community, including prevention and educational programming, evaluations, referrals and resource materials such as books, videos, and pamphlets. All services are free of charge, and all conversations are confidential. Anyone concerned about their drinking or other drug use or that of another person is encouraged to contact Daniel Gittins. Office hours are 8:30 a.m. to 4:30 p.m. Monday through Friday. Phone (412) 396-5834.

Freshman Development and Special Student Services

The Office of Freshman Development and Special Student Services coordinate services for freshmen and all university students with disabilities. The Office is located in Room 309, Duquesne Union and can be reached by calling (412) 396-6657 or (412) 396-6658. You can also see a more detailed description of the office at www.duq.edu/freshman-development,

Freshmen

The Office of Freshman Development and Special Student Services implements and coordinates programs which integrate and enhance the academic, co-curricular and social dimensions of the freshman year at Duquesne University. The Office directs the New Student Orientation Program; implements the New Student Mentor Program; assists freshmen with finding tutors when needed by interacting with the Learning Skills Center and the other departments providing tutorial services; develops freshman leadership through the Freshman Class Advisory Committee; advises the freshman honor society, Phi Eta Sigma, and interacts with the Offices of Commuter Affairs, Residence Life, and Intramurals in developing programs for freshman commuters and residents. The Office is also responsible for monitoring freshman grades by interacting with the Deans' Offices of the undergraduate schools of the University, as well as the student advisors.

Students with Disabilities

The RSHS expects all students with disabilities to seek assistance from the school and the University concerning any reasonable accommodation. The Office of Freshman Development and Special Student Services offers reasonable accommodations to all University students who provide the Office with documentation of their disability. The Office serves as an advocate for students with disabilities at Duquesne and as a liaison with the Office of the Registrar in changing classroom locations for students with special needs, if necessary, and with the Affirmative Action Office and Physical Plant in identifying and correcting physical facilities and barriers. Services such as specialized testing accommodations (extended time testing, seclusion testing and oral testing, etc.), note-taking and other reasonable accommodations, can also be arranged through the Office on an individual basis provided the student's disability has been documented. Students are responsible for making necessary accommodations with instructors before the day of exam. The Office can assist in administering the exam, but 72 hours written notice is required.

Students with learning disabilities should submit a psychological evaluation that is no more than three years old to the Office. The student's evaluation is utilized to assist in determining the student's strengths and needs. A review of the evaluation is conducted by the Learning Disabilities Team which then recommends appropriate learning accommodations. It is the student's responsibility to make the specific accommodations with the course instructor.

The Office works with students on communicating their needs to faculty members and the University community, and assists students in connecting with campus resources, such as the Learning Skills Center and the University Counseling Center. Please refer to the *RSHS Academic Student Handbook* section "MONITORING ACADEMIC PROGRESS" under "PROFESSIONAL PHASE ACADEMIC POLICIES."

Graduate Student I.D. Cards

When students in the entry-level master's degree programs or doctor of physical therapy program become graduate students, they are eligible to receive a new graduate DU Card at no additional cost. These new cards enable students to use local college and university libraries for the purpose of research. If students elect to receive new DU Cards, they may go directly to the DU Card Center, Room 203 Duquesne Union. Students must turn in their old undergraduate DU Card; otherwise, the \$20.00 replacement fee will apply. The DU Card Center hours are Monday through Friday, 8:30 a.m. - 4:30 p.m. Please phone the DU Card Center at (412) 396-6191 to inquire about extended hours.

Health Service

The Health Service provides for the evaluation and treatment of illness and injury, as well as numerous quality health education programs for the University community. The Health Service Office processes immunization and health history records for all students and provides allergy injections and some laboratory work. The professional staff consists of Registered Nurses, Certified Nurse Practitioners and Physician Assistants. Board Certified Physicians are affiliated with UPMC/Mercy Hospital. All records are confidential and will not be released without a patient's permission.

For RSHS students, the Health Service also collects the medical records involved with the pre-clinical health requirements. Please refer to the [RSHS Academic Student Handbook](#) section "Academic and Program Requirements for Entry into the Professional Phase" under "PRE-PROFESSIONAL PHASE ACADEMIC POLICIES." The Health Service is located on the second floor of the Duquesne Union and can be reached by calling (412) 396-1650. For questions regarding Pre-clinical Health Requirements, contact Diane Lang at (412) 396-1652.

Michael P. Weber Learning Skills Center

The Learning Skills Center (LSC) provides educational support services for Duquesne University students, faculty, and community residents. As the major dispenser of free tutorial services, any Duquesne University student may request tutoring or counseling in any subject area except for a limited number of at-risk courses. For those courses, a referral is required.

The LSC is located in the Administration Building, ground floor, and operates Monday through Friday. Call (412) 396-6661 for additional information. Visit us on-line at www.duq.edu/learning-skills/.

Spiritan Division of Academic Programs

The Spiritan Division, established in 1997, seeks to enroll and graduate students who are best served through close advisement, intensive counseling and differentiated instructional services. Prior to fall enrollment in the colleges or schools of the University, Spiritan Division students participate in a five-week residential summer semester designed to cultivate the behaviors and attitudes of a successful freshman college student.

For more information, contact Dr. Uhuru Hotep at (412) 396-5171, hotep@duq.edu or Carol Cantini at (412) 396-5467, cantini@duq.edu. Visit us on-line at <http://www.duq.edu/spiritan-division/>.

University Counseling Center

The University Counseling Center provides confidential individual and group counseling as well as 24 hour emergency services. Personal Counseling is free to all currently enrolled students. Career Counseling is available to help students explore their interests and abilities in determining their major and career direction. Information and applications for professional qualification examinations (CLEP, MAT, PRAXIS, LSAT) are also available. In addition, the University Counseling Center is available to provide a variety of workshops relevant to student concerns. The University Counseling Center is located in Room 308 of the Administration Building and can be reached by calling (412) 396-6204. For additional information, visit our website at <http://www.duq.edu/counseling/>.

University Tutorial Services

Tutorial Services are coordinated through each individual department. Students should contact the appropriate department directly for further information.

RSHS STUDENT SERVICES

RSHS Tutorial Services

Students in the professional phase of their program who are in need of academic assistance, should discuss this with their faculty mentor who, in turn, will talk to the faculty member responsible for the particular class. In general, RSHS faculty does not provide tutorial services.

Posting of Announcements

The Health Sciences Building has bulletin boards located throughout the building and Fisher Hall has bulletin boards on the fourth floor so that student organizations and University departments can post notices regarding various activities and information. No posting is permitted in any other area, including on the walls, doors or glass. Students should direct questions or special requests to the Office of the Dean.

Student Evaluation Survey (SES)

The Student Evaluation Survey (SES) was developed to provide feedback to the instructors on their teaching and on the course. In all classes, students are asked to complete a SES. The results of student evaluation surveys are first given to the Dean who then forwards the results to the Department Chairperson to review with the instructor. In addition to using the results to improve teaching, they are also used as one factor in determining promotions, tenure and salary increases. Thoughtful, objective responses which focus on the teaching of the course being evaluated will assist Duquesne Faculty in improving their teaching.

Locker Facilities

The RSHS has men's and women's locker facilities located on the second floor of the Health Sciences Building. All students enrolled in the professional phase will be assigned one and only one locker for their personal use. Students must supply their own locks. Pre-professional students registered for Anatomy will be assigned lockers located on the second and third floor back hallways. Pre-professional students must vacate their lockers after conclusion of their Anatomy course; professional students must vacate their lockers upon graduation. Professional phase speech-language pathology students will be assigned lockers on the fourth floor of Fisher Hall.

Photocopying

Photocopying machines can be found on the fourth and fifth floors of the University Library.

Photocopying machines are also available to RSHS students on the first and second floors of the Health Sciences Building and the fourth floor of Fisher Hall.

Lost and Found

The RSHS maintains a lost and found area in Room 302 of the Health Sciences Building for any articles lost within the building. The Office is open 8:30 a.m. to 4:30 p.m., Monday through Friday.

A lost and found service also is maintained at the Information Center on the third floor of the Duquesne Union. Articles lost in the residence halls should be claimed at the main desk of the building or the main office in Room 111 of Towers.

Notary

The RSHS has a notary within the Office of the Dean in Room 302 of the Health Sciences Building.

Vending and Student Study Areas

Vending machines are located on the first floor of the Health Sciences Building. RSHS student lounge areas are located on the first and second floors of the Health Sciences Building. A RSHS student study area is located in Room 334 Health Sciences Building.

RSHS STUDENT ORGANIZATIONS AND PROFESSIONAL ASSOCIATIONS

The RSHS encourages all students to become involved in a variety of University activities, as well as activities within the RSHS and those outside the University which are related to their field of study. Students are strongly encouraged to become active and assume leadership roles within class activities, as well as RSHS and professional associations. The RSHS has already instituted a Dean's Student Advisory Council with representatives from each of the School's seven programs. In addition, all RSHS programs have their own student organizations:

Pi Kappa Epsilon

Pi Kappa Epsilon, a professional health science fraternity, was founded at Duquesne to promote scholarship, leadership, and fellowship. Students who exemplify these three tiers and who are willing to dedicate their time and energy to establish a reputable and exciting organization are invited to pledge.

Athletic Training

DUSAT (Duquesne University Students in Athletic Training)

DUSAT is a student-run school-wide professional association open to all students enrolled in the Department of Athletic Training and any other individuals who may be interested in the promotion and development of athletic trainers and the profession of athletic training. Activities of this association include guest speakers, trips to local sports medicine facilities and professional athletic associations, fund-raisers to gain money to attend professional meetings and serving as part of the medical teams for various special events. The association's advisor is Dr. Jason Scibek.

PATS, Inc. (Pennsylvania Athletic Trainers' Society, Inc.)

Students automatically become members of the Pennsylvania Athletic Trainers' Society when they join the NATA. Student members receive discounted rates for the annual state convention and are eligible for state scholarship opportunities. (www.gopats.org)

NATA, Inc. (National Athletic Trainers' Association, Inc.)

Students are strongly encouraged to join the National Athletic Trainers' Association as a student member before the junior year. In addition to the monthly news magazine, student members are eligible for NATA, EATA, and PATS scholarships, research funding, and discounted rates at the national convention and on the BOC examination. Further, by becoming members of the NATA, students automatically become members of the Eastern Athletic Trainers' Association and Pennsylvania Athletic Trainers' Society. Membership information is available online at www.nata.org.

Health Management Systems

Student membership and participation in the field's principal professional associations are strongly encouraged. Early involvement will enhance the student's transition to professional practice upon graduation. Information about these organizations and membership applications are available from the Department Office.

Health Management Systems Student Society (HMSSS)

Health Management Systems students are encouraged to join their student organization. Health management systems students in all classes are invited to participate. Please contact the Department for further information.

Occupational Therapy

Involvement in professional organizations is essential as a student and practitioner. Duquesne University students begin the foundation for leadership and service during school. Students are expected to participate in these professional activities as members, participants and official representatives of Duquesne University. Information regarding these activities is available through the department office.

Student Occupational Therapy Association (SOTA)

Duquesne University's Student Occupational Therapy Association (SOTA) accepts members from the freshman through the graduate classes. Any interested student of the University community is welcome to join. Activities will include guest lecturers, "field trips," business, outreach, service and social activities.

Pi Theta Epsilon (PTE)

Pi Theta Epsilon is the national honor society for occupational therapy. Students are elected into membership during their professional phase based on their academic performance and demonstrated potential to be a professional leader. The PTE purpose is to promote professional development and leadership skills and perform service to the profession and community. A Pi Theta Epsilon chapter was established in spring 1996 and works closely with SOTA.

Pennsylvania Occupational Therapy Association (POTA)

Students are encouraged to join the Pennsylvania Occupational Therapy Association (POTA) as a student member. Students receive a monthly newsletter, licensure updates and discounted rates at the annual state convention in the fall. Membership is \$15 per year. POTA facilitates interaction and collaboration of faculty and students from all Pennsylvania schools through the Pennsylvania Commission on Education (PCOE). POTA District II meetings are held throughout the year in Pittsburgh.

American Occupational Therapy Association (AOTA)

Students in the professional phase are required to join the American Occupational Therapy Association (AOTA) as a student member and retain active membership throughout their professional program. In addition to receiving the bi-weekly newspaper and the bi-monthly professional journal, The American Journal of Occupational Therapy (AJOT), students become eligible for scholarships and discount rates to the national convention, AOTA publications and other member benefits. Membership is \$53.00 per year (standard student) or \$75 (student plus) per year.

As a student member of AOTA, membership in the Association of Student Delegates of the Occupational Therapy Association (ASD) is automatic. Duquesne University has an ASD student representative appointed by the department's Student Occupational Therapy Association, who attends ASD representative meetings at an annual conference each year.

Physical Therapy

Student Physical Therapy Association

The Physical Therapy students maintain an active student organization. Physical Therapy students in all classes at Duquesne University are invited to participate. Please contact the student leadership or the Department of Physical Therapy for more information.

Southwest District Pennsylvania Physical Therapy Association

Students are expected to be active in attending the Southwest District Pennsylvania Physical Therapy Association meetings.

Pennsylvania Physical Therapy Association (PPTA)

The state organization is the Pennsylvania Physical Therapy Association (PPTA).

American Physical Therapy Association (APTA)

Students are expected to be active in Physical Therapy professional organizations. The national organization is the American Physical Therapy Association (APTA) which is very influential in setting policy which affects all physical therapists. Students are encouraged to join the APTA at their earliest opportunity once admitted to the professional phase. Website - www.apta.org.

Physician Assistant Studies

Students are encouraged to become local and national members of their professional organizations and to attend their professional conferences.

Physician Assistant Student Association (PASA)

Membership is open to all pre-professional and professional phase students.

Student Academy of the American Academy of Physician Assistants (SAAAPA)

Membership is open to all pre-professional and professional phase students.

Pennsylvania Society of Physician Assistants (PSPA)

An official class roster is submitted to the Pennsylvania Society of Physician Assistant (PSPA) which generates an entitlement for students to receive quarterly news bulletins and reduced rates for registration fees to professional conferences. Student dues are a one-time \$15.00 fee which provides membership until the June after graduation. Membership is encouraged for professional phase students.

American Academy of Physician Assistants (AAPA)

The Department Chairperson submits an official class roster of professional phase students to the American Academy of Physician Assistants (AAPA) which will generate a one-year entitlement for the student to receive a 10-month complimentary subscription to professional publications, as well as membership services including reduced rates for registration fees to professional conferences. Chartered chapter members may participate in governmental structure, vote and hold office. Membership is open to pre-professional and professional phase students.

Speech-Language Pathology

National Student Speech Language Hearing Association (NSSLHA)

NSSLHA is the student branch of the American Speech-Language-Hearing Association (ASHA). Membership offers special information of interest to graduate and undergraduate students, a subscription to some of the professional journals offered to ASHA members, discounts to the ASHA national convention, and discounts when applying for membership to ASHA. All students who are members of the Department of Speech-Language Pathology are strongly encouraged to join the Duquesne University chapter of NSSLHA. Applications may be obtained from the Department.

Pennsylvania Speech-Language-Hearing Association

This is the state professional organization. Applications may be obtained from the Department.

Southwestern Pennsylvania Speech, Language and Hearing Association

This is a regional professional organization. Applications may be obtained from the Department.

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EDUCATIONAL EXPENSES AND FINANCIAL AID

TUITION AND FEES

Duquesne University announces its tuition and fee rates prior to the start of each academic year.

Undergraduate Students

The University charges all undergraduate students carrying 12-18 credits per semester a flat-rate tuition. The RSHS flat-rate tuition is slightly higher than the general University flat-rate, with the exception of health management systems. Charges for Orientation (only for new incoming freshmen and residential upperclassmen), lab breakage fees, and room and board are separate.

Students taking less than 12 credits per semester are charged on a per credit basis. Students taking more than 18 credits per semester are charged on a per credit basis for every credit above the 18 credits included in the flat-rate charge.

During the summer semester, all undergraduates are charged tuition and fees on a per credit basis.

Graduate Students

The University charges all graduate students on a per credit basis. The RSHS tuition rate is slightly higher than the general University rate.

ADDITIONAL EDUCATIONAL EXPENSES

Pre-Professional Phase

Students in their final year within the pre-professional phase will also need to meet the program requirements for entry into the professional phase (e.g., CPR, physical examination and immunizations).

Professional Phase

Additional expenses for all programs may also include the purchase of a lab coat and lab clothes; medical instruments for laboratory work or professional practice; computer software; clinical education costs (e.g., travel and living expenses); and fees for certification, licensure and registration. Information on required supplies will be provided to all students during their professional orientation program(s). Those students interested in additional certifications available in the Department of Athletic Training (Performance Enhancement Specialist or EMT) should expect to pay additional fees for course and certification materials. Certification requirements that are not part of the program requirements require additional fees; these fees are not required of all professional students.

Clinical Education

Students are expected to self-pay all costs associated with clinical education. This can include transportation, housing, meals, and other costs associated with professional practice.

BILLING AND PAYMENT PROCESS

A comprehensive invoice that confirms the class schedule of courses for which the student is registered and lists tuition, fees, housing charges, deposits, financial aid awards, and balance due will be available online for all registered students a month before classes begin. Every month that a balance is due, an email is sent to students' official University email address, announcing that the eBill is available for viewing and payment. In order to access your eBill statement, login to DORI > Self-Service Banner and access your student account information in QuikPay. You can also view your account status, which displays real time activity, through the QuikPay system. If you have difficulties logging in, contact the CTS help desk at (412) 396-4357 or email help@duq.edu. Questions regarding the eBill may be directed to Student Accounts at 412-396-6585 or by email at studentaccounts@duq.edu.

FINANCIAL AID AND SCHOLARSHIP ASSISTANCE

General Information

Information on various financial aid opportunities available to RSHS students is available through the Financial Aid Office located on the ground floor of the Administration Building. The Office can be reached by phone at (412) 396-6607. Financial aid information is also available at www.duq.edu/financial-aid.

Duquesne University urges all students to submit the Free Application for Federal Student Aid (FAFSA). The FAFSA application should be completed on-line at <http://www.fafsa.ed.gov/gov/>. Duquesne's school code is: 003258. FAFSA's completed by May 1 for undergraduates and May 31 for graduates receive priority financial aid consideration.

Financial aid is not renewed. Once enrolled, students need to submit the FAFSA and reapply for financial aid each year.

All academic scholarships are decided during the Admissions process and remain constant.

Financial Implications of Student Classification and Academic Load

Students interested in financial and/or scholarship assistance through the various sources offered at the University and elsewhere, should be aware that most financial aid and scholarship opportunities and athletic eligibility requirements mandate that students carry and earn specific credit loads and QPA's. In general, most students who are seeking financial assistance must successfully complete at least 12 credits each semester, and at least 24-30 credits over the course of the academic year (includes fall, spring and summer).

Student Classification -- Credit Level vs. Class Level

The University makes the following distinctions in regard to undergraduate student classification for financial aid -- all based on credit level:

Freshman:	0-29	credits completed.
Sophomore:	30-59	credits completed.
Junior:	60-89	credits completed.
Senior:	90	or more credits completed.

The RSHS, however, classifies students by class level (e.g., as a second-year student), rather than credit level. In regard to financial aid eligibility, it is common for transfer and second degree students to financially be considered by the University under one classification (e.g., as a junior), but academically considered by the RSHS under another classification (e.g., as a second-year student within a RSHS program).

For example, if a student has 64 credits completed upon matriculation to the RSHS, but has all his/her science courses left to complete, he/she may have been admitted into the second year of the program rather than the junior year his/her credit level might indicate. Students should carefully investigate any financial implications involved in such a situation.

Student Status -- Full-Time vs. Part-Time

In most instances, students must be enrolled full-time in order to be eligible for financial aid consideration. The University makes the following distinctions in regard to undergraduate student status as full-time or part-time:

- Full-Time: Carries at least 12 credits a semester.
- Part-Time: Carries less than 12 credits a semester.

Students in the entry-level master's degree programs are considered graduate students upon completion of the spring semester of their fourth year in a RSHS program. On the graduate level, the RSHS makes the following distinctions in regard to student status as full-time or part-time:

- Full-Time: Carries at least 9 credits a semester.
- Part-Time: Carries less than 9 credits a semester.

Students should carefully investigate any financial implications resulting from their student status as full-time or part-time.

Summer Course Work

The financial aid application process for summer is separate from the application process for the academic year. Students must provide the Financial Aid Office with approval and verification from their academic advisor for any summer course(s) to be taken.

Course Withdrawal

There is no refund for withdrawal from a course regardless of the time of withdrawal. Because the student has already paid for the course at the point of withdrawal, financial aid for the current year should not be affected. However, students should be aware that a course withdrawal will affect their earned credits and may therefore have implications for any financial aid they may receive in subsequent year(s). It is the student's responsibility to investigate the financial implications of a course withdrawal.

Leave of Absence

Students who are considering or have been approved to take a leave of absence, or required leave of absence should meet with a financial aid counselor to investigate the financial implications of such a decision.

Internal Transfer, Transfer and Second Degree Students

Internal transfer and transfer students should be aware of the financial implications involved with any subsequent loss of credits and/or credit level as a result of transferring.

Internal transfer students should also be aware that the tuition and fee rates for the RSHS are slightly higher than the general University rates and will therefore affect the calculation of their financial aid packages.

Second degree candidates should carefully investigate the financial implications involved with matriculating into the RSHS. If students have a degree, they will need to rely more heavily on educational or personal loans.

Graduate Students

Students enrolled in any of the five-year, entry-level master's degree or the six year Doctor of Physical Therapy programs should be aware that, for financial reasons, the RSHS considers students to be graduate students upon completion of the spring semester of their fourth year. Students are strongly advised to consult with the Financial Aid Office regarding their eligibility for aid as graduate students, particularly in light of the high credit loads and summer course work involved in the final one or two years of the professional phase.

ADDITIONAL FINANCIAL ASSISTANCE IN THE PROFESSIONAL PHASE

Students in the professional phase also may wish to take advantage of other financial aid opportunities such as grants and scholarships offered through professional associations, and institutional employment contracts available through individual health care providers.

Awards, Grants and Scholarships

Dean's Award for Excellence

The Dean's Award for Excellence is presented to one student in the Rangos School of Health Sciences in recognition for that student's outstanding academic distinction throughout their entire academic program. One student from each department may be nominated for this award by his/her respective Department Chairperson. The recipient should be in the final year of his/her program; have a 3.75 minimum overall QPA without ever being on probation; have a 3.75 minimum GPA in combined science courses; have one faculty letter addressing the candidate's academic performance and potential for future clinical and professional excellence; and have documentation of Department, RSHS, and University Service.

John A. Short Award in Anatomy

The John A. Short Award in Anatomy is presented to one student in the Rangos School of Health Sciences in recognition for that student's basic knowledge, understanding, and application of the principles of human anatomy. Dr. John Short, a professor of anatomy for many years, was revered and praised by his students, not only for his expertise as a teacher, but also for his unique and genuine interest in the student as an individual and a future professional. This award is presented in memory of Dr. Short and his dedication to the personal and professional growth of all students in the Rangos School of Health Sciences.

Students may be able to obtain grants or scholarships from corporations, community or civic groups, philanthropic and religious organizations. Community, state and federal organizations such as the Veteran's Administration Health Professionals Educational Assistance programs or the National Health Service Corps Scholarship Program offer scholarship assistance on a competitive basis to students interested in particular health careers. In addition, each program's professional associations offer financial assistance to qualified individuals.

Outstanding Student Award

An Outstanding Student Award is presented annually to one student from each department in the Rangos School of Health Sciences in recognition for that student's outstanding performance throughout their entire academic program. The recipient should be in the final year of his/her program; have achieved academic excellence; have participated in department, school, university, and community activities; and have demonstrated a dedication to the mission of the university.

William and Marie Lowry Scholarship

The William and Marie Lowry Scholarship is presented annually to one student in the Rangos School of Health Sciences who has significant financial need. RSHS fourth year students in physician assistant studies, physical therapy, occupational therapy and speech-language pathology, and third year students in athletic training and health management systems are eligible to apply.

Celtic Healthcare Scholarship

One physical therapy student in the professional program is awarded this scholarship based on financial need.

Centers for Rehabilitation Services Scholarship

One physical therapy student in the second year of the professional program with a vested interest in inpatient rehabilitation as an area of practice is awarded this scholarship.

Murph Irwin Award

The Murph Irwin Award is presented annually to one physical therapy student in the final year of the professional program who best emulates Joseph "Murph" Irwin III's ability to bring joy, laughter and happiness into the lives of those around her/him.

THE pt GROUP Scholarship

One physical therapy student in the final year of the professional program is awarded this scholarship based on outstanding clinical performance during clinical education.

Daniel V. Unico Scholarship

One physical therapy student in the final year of the professional program is awarded this scholarship based on academic achievement, service and leadership. Not renewable.

Arnold W. Midili Memorial Physician Assistant Scholarship

The Arnold W. Midili Memorial Physician Assistant Scholarship is presented to one fifth year physician assistant studies student in the Rangos School of Health Sciences based on need, essay, personal interview, and faculty input regarding professionalism and conduct of behavior.

Marci Sobczak Spirit Award

The Marci Sobczak Spirit Award is awarded to a fourth year physician assistant studies student who is the most positive influence on their class.

Athletic Training

Grants and scholarships are available to professional phase students, who are current members of these associations, only through the National Athletic Trainers' Association Research and Education Foundation, Eastern Athletic Trainers' Association, and the Pennsylvania Athletic Trainers' Society. Professional students may access the scholarship information on the following websites: (www.gopats.org), (www.goata.org), (www.nata.ref.org).

Health Management Systems

The American Health Information Management Association's (AHIMA) Foundation of Record Education (FORE) offers loans and scholarships to students in their final year of study. Information can be obtained from: AHIMA, 919 North Michigan Avenue, Suite 1400, Chicago, IL 60611-1683; the telephone number is (312) 233-1100.

Occupational Therapy

National and many state scholarships are available through the American Occupational Therapy Foundation for students in the professional phase of the curriculum. Applications are available in early spring for the next fall. Applications can be obtained from the American Occupational Therapy Foundation, 4720 Montgomery Lane, Bethesda, MD 20814-3425.

American Business Clubs (AMBUCS), a private organization, provides scholarships for professional phase occupational therapy students. Awards are made at the local, state and national level. Application information is posted on the department bulletin board in January. Additional announcements are posted on the department's student bulletin board in the hall outside Room 227 Health Sciences Building.

Physical Therapy

American Business Clubs (AMBUCS), a private organization, provides scholarships for professional physical therapy students. Awards are made at the local, state and national levels. Application information is posted on the department bulletin board in January.

Financial aid and scholarship information may be obtained by writing to the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314 or by calling (703) 684-2782. Students may elect to contact the Pennsylvania Physical Therapy Association at (717) 541-9169.

Physician Assistant Studies

The Physician Assistant Foundation (PAF) Scholarship Program assists physician assistant students with expenses related to their studies. The PAF Awards Committee reviews all applications and chooses scholarship recipients. Additionally, the American Academy of Physician Assistants (AAPA) and the Physician Assistant Education Association (PAEA) President's Scholarship Awards provide six \$1,000 scholarships nationally to first year professional phase physician assistant students. The Pennsylvania Society of Physician Assistants (PSPA) provides a \$1,000 scholarship to six clinical year students enrolled in PA training programs in Pennsylvania. Students are nominated by their respective programs. Applications are made directly through the Department Chairperson. Students may contact the Department of Physician Assistant at (412) 396-5914 for more information regarding these and other scholarships as well as loan-repayment opportunities.

Speech-Language Pathology

American Business Clubs (AMBUCS), a private organization, provides scholarships for professional phase speech-language pathology students. Awards are made at the local, state and national levels. More information is available from the RSHS *Additional Financial Aid Resources* flyer.

Several grants and scholarships are available to speech-language pathology students through the American Speech-Language-Hearing Association (<http://www.asha.org>) and the American Speech-Language-Hearing Foundation (301) 897-5700, ext 2779. More information is available from the RSHS *Additional Financial Aid Resources* flyer.

VIII. APPENDICES

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APPENDIX A: Duquesne University Academic Integrity Policy

As an essential element of the Duquesne University mission to educate the mind, heart, and spirit, members of the University dedicate themselves to upholding the highest moral and ethical principles. Since the quest for truth and understanding must be conducted in an honest manner, upholding Academic Integrity is a responsibility and obligation of all members of the University community, including faculty, administration, staff, and students. Students are responsible for maintaining Academic Integrity with class assignments, examinations, and any other requirements related to their courses of study.

Individuals who seek or receive credit for intellectual work that is not their own violate Academic Integrity, as do individuals who falsify or ignore data to reach a predetermined conclusion or who destroy or contaminate another person's data or intellectual property. Violations of Academic Integrity may include, but are not limited to, the following:

Cheating

- Cheating on quizzes, tests, examinations, or projects may include giving, receiving, or using unauthorized assistance or material. (Unauthorized material may include, but is not limited to, notes or other written documents, unauthorized calculators and/or formulas, computer programs, software, data, or text).
- In other contexts (e.g., group projects, labs), cheating may include forms of deception intended to affect grades or other outcomes.
- Cheating may include, but is not limited to, student use of sources beyond those authorized by the instructor in fulfilling assignments such as writing papers, preparing reports, developing course projects, or solving problems.
- Cheating may also include student acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.

Plagiarism

- Plagiarism in papers or other written, electronic, or oral work (including essays, research papers, theses, dissertations, presentations, class projects, or work for publication) may include, but is not limited to, student use--whether by summary, paraphrase, copying, direct quotation, or a combination--of the published or unpublished work or specific ideas of another person or source without full and clear acknowledgment (including the use of quotation marks to indicate the source's specific language).
- Plagiarism may include the submission of material from sources accessed through the Internet or by other means, or from other individuals, without proper attribution.
- Plagiarism may include the submission of a paper prepared in whole or in part by another person or agency engaged in providing or selling term papers or other academic materials.

Deceit in academic matters

- Deceit may include, but is not limited to, furnishing false information regarding academic matters to any University instructor, official, or office with intent to deceive.

Misuse of documents

- Misuse may include, but is not limited to, forgery, alteration, or improper use of any University document, record, or instrument of identification (written or computerized).
- Misappropriation, mutilation, or destruction of tangible assets such as books, journals, electronic data, and related resources available in libraries and offices.

Assistance in the violation of Academic Integrity

- Assistance may include, but is not limited to, any knowing facilitation of intellectual dishonesty by another person or persons.

Violations of Academic Integrity--whether or not they are the result of a deliberate intent to deceive--are subject to academic sanctions, including (but not limited to) oral and/or written reprimand; lowered grade or failure on an assignment; lowered course grade; failure of a course; suspension or dismissal from a class; suspension or dismissal from the School or the University; and/or revocation of a degree. Information regarding such violations will be maintained in student academic files and may be included in transcripts and other official University documents.

Statement of Responsibility for Communicating, Educating and Learning about Academic Integrity

To create and maintain a culture of Academic Integrity at Duquesne University, all members of the community must take an active role. Responsible leadership on the part of the University Standing Committee on Academic Integrity, the Office of the Provost, the Center for Teaching Excellence, the administration of each School, and all faculty and students is needed. Many problems can be prevented through careful and systematic education and communication. A climate of positive scholarship with integrity can be fostered through open dialogue and learning.

Although this listing of roles and responsibilities suggests courses of action that, if followed, will greatly reduce the likelihood of cheating and plagiarism, no one segment of the University community alone can ensure attainment of Academic Integrity. Not only must all work together, but all must maintain vigilance over time, provide continual reinforcement of key messages and expectations, and keep channels of communication open and free-flowing. The allocation of specific responsibility to one or more parties does not relieve others of their individual and collective duties; Academic Integrity is a common asset and needs to be nurtured by all.

The procedures that follow are practical suggestions for promoting a positive academic environment founded on scholarship, inquiry, the pursuit of excellence, and mutual trust. As such, they are neither comprehensive nor exhaustive, but are intended to guide prevention, education, communication, policy review, effective administration and individual action.

Students

- learn what Academic Integrity means and why it is vital to the Mission of the Duquesne University community
- ask the course instructor whenever unsure of what may constitute plagiarism or cheating, or if uncertain of what resources or tools may be used in completing an assignment or exam
- find out the specific policy and procedures on Academic Integrity for the School in which they are enrolled
- identify resources (websites, Librarians, Resident Advisors) that may be consulted when faced with questions about when and how to cite works consulted
- carefully document all research and work done in the completion of each assignment for which other resources are consulted

- alert course faculty or School administrators upon learning that another student may have cheated or plagiarized

Faculty and Librarians (including Graduate Teaching Assistants)

- discuss the importance of Academic Integrity, especially early in each course
- include on course syllabi a statement about Academic Integrity, possible sanctions for plagiarism and cheating, and positive impact of Academic Integrity on the University community and the field of study or profession
- explain what constitutes plagiarism and how to avoid it and encourage open discussion and inquiry about University, School and faculty expectations for Academic Integrity
- model desired behaviors by citing sources in lectures and giving complete references for works cited in handouts and assignments
- provide clear guidelines about standards and expectations regarding collaboration, citation, use of notes during exams, etc.
- assign narrow and specific research topics, collect intermediate drafts, and/or require oral presentation of student work
- change exams and problem sets annually
- reduce the temptation to cheat by, for example, having students sit at a distance from each other or producing alternate versions of an exam
- particularize the importance and relevance of integrity and ethics to the specific discipline
- inform students about resources available for dealing with academic difficulty
- support consistent handling of Academic Integrity cases by reporting suspected instances of cheating or plagiarism to the appropriate member of School administration

School Administration

- develop and communicate School-specific policies and procedures for reporting violations of Academic Integrity
- communicate University and School policies on Academic Integrity to new students and faculty, incorporating use of the School website, orientation programs, bulletin boards, department and faculty meetings, etc.
- incorporate education about Academic Integrity and proper use of resources into the curriculum, such as in writing-intensive courses
- create forums for discussion by faculty of problems encountered that may be discipline-specific, or create peer mentoring opportunities for improving faculty members' teaching practice, to include fostering Academic Integrity
- support faculty who report bona fide cases of cheating and plagiarism by imposing appropriate sanctions on offenders

Office of the Provost

- monitor communication and education efforts as carried out by individual Schools, and bring to their attention inconsistencies that may cause confusion
- assess effectiveness of the Academic Integrity policy implementation as reported by Schools in annual reports
- serve as liaison to other University personnel whose cooperation and support in maintaining Academic Integrity is critical (e.g., Student Life, Office of Research, Division of Public Affairs)
- oversee the work of the University Standing Committee on Academic Integrity Policy
- approve policies and procedures of the College and the Schools

University Standing Committee on Academic Integrity Policy

- monitor policies and procedures pertaining to Academic Integrity
- share best practices where applicable
- advise the Provost on Academic Integrity issues

Center for Teaching Excellence

- monitor the need for ongoing faculty and teaching assistant development on specific issues related to maintaining Academic Integrity
- periodically evaluate best practices in higher education and advise relevant University leaders about opportunities to enhance the Duquesne University commitment to Academic Integrity
- identify and make available resources (articles, books, videos, websites, etc.) that may prove helpful to faculty in preventing plagiarism and cheating
- partner with individual Schools to offer faculty development programs on a regular basis that are tailored to the unique needs of faculty
- organize a mentoring or consulting program for faculty seeking assistance with Academic Integrity issues

University Academic Integrity Appeals Committee

- hear appeals of School-level rulings and make recommendations to the Provost

All

- protect the reputation of all other community members who may at one time have been suspected or accused of violating Academic Integrity
- affirm, recognize and celebrate adherence to the highest standards of Academic Integrity whenever they are observed

Procedures

Four University-wide documents address Academic Integrity: The Student Code, Academic Due Process for Students, Academic Integrity Student Procedures, and the University Academic Integrity Policy. These documents are at once complementary and overlapping.

The Academic Integrity Student Procedures document directs all Schools to develop guidelines and procedures for handling Academic Integrity issues. Schools are obligated to develop procedures consistent with University Academic Integrity Policy, due process, state and federal law. Each academic unit shall establish its own record-keeping procedures. Also, student violations and any sanction shall be communicated in writing to the University Director of Judicial Affairs, who maintains a confidential database that includes academic and other violations of University policy.

1. Roles and Responsibilities within the College or the Schools

Course instructors are responsible for upholding the University standards of Academic Integrity in regard to work performed both in and outside of class. They have primary responsibility for evaluating evidence of violations and imposing appropriate sanctions. All cases which result in a sanction greater than failure on the paper or exam on which the violation allegedly occurred, must be discussed with the chairperson of the faculty member's academic department. In cases where the student is not a member of the department offering the course in which the violation occurs, the department chair or Dean of the student's major department (School) should be notified. If the faculty member and the chair determine that the sanction to be applied is greater than failure on the exam or paper, the student should be informed of the sanction in writing by the department chair or the Dean of the School in which the violation occurred, and should also be informed that it is his or her right to appeal the decision to the School (College) Student Standing Committee, or its equivalent, for adjudication. All written appeals to the Student Standing Committee must be filed within thirty days of pronouncement of the initial sanction. The Student Standing Committee of the School in which the alleged violation occurred shall be designated to decide the case and recommend the appropriate sanction.

Any sanction recommended by the Student Standing Committee will be communicated in writing to the Dean of the School (College) in which the violation occurred, and the Dean of the School (College) in which the student is enrolled. In cases where two academic units are involved, the decision making process shall be initiated by the Dean of the School (College) where the violation occurred. The Dean may impose the sanction as recommended or modify it by imposing a lesser sanction. The Dean shall be the final arbiter and the

decision may not be appealed to the Student Judicial Board. The Dean will inform the student in writing of the decision and will inform the Dean of the School (College) in which the student is enrolled.

II. Role and Responsibility of the University Provost

In cases in which the alleged violation is so serious as to require a recommendation by the Dean of the School or the College to impose a sanction greater than failure of the course, a student may appeal to the University Provost. The University Provost will review the case and make a determination or elect to convene the University Academic Integrity Appeals Committee (not the Academic Due Process Committee) for adjudication. The University Provost will communicate any decision in writing to all parties concerned within a period of thirty days.

III. Role and Responsibilities of the University Academic Integrity Appeals Committee

The University Academic Integrity Appeals Committee shall consist of the following: two faculty members chosen by lot by the University Provost from a pool of eleven elected faculty representing all Schools in the University plus the Gumberg Library; two students chosen by lot from a pool of ten elected students representing all Schools in the University; and the University Director of Judicial Affairs. Faculty and students chosen to serve on any Academic Integrity case may not be members of the department in which the alleged infraction occurred. Undergraduate students will sit on the University Committee in cases dealing with undergraduate students. Graduate students will sit on the University Committee in cases dealing with graduate students. The University Academic Integrity Appeals Committee will conduct a hearing following the same procedures established for the University Academic Due Process Committee and issue a final recommendation to the Provost. Again, in cases of alleged violation of Academic Integrity, the procedure described herein shall have precedence over the University Academic Due Process procedure.

The recommendation of the University Academic Integrity Appeals Committee will be presented in writing to the University Provost for procedural review and implementation. The Provost may ratify, modify, or suspend the recommended sanction. The University Provost will communicate his or her findings in writing to all parties concerned within a period of thirty days.

Approved by Academic Council on May 2, 2005

Revised and reviewed by Academic Council on March 6, 2006

Academic Integrity Committee Membership, 2009-2010:

Chair: Dr. Laverna Saunders, Library, x6136, lsaunders@duq.edu

Asst. Dean Stephen Morrison, Pharmacy, x6365, morrison@duq.edu

Dr. Launcelot Brown, Education, x1046, brownli@duq.edu

Prof. Kenneth Burky, Music, x5868, burky@duq.edu

Dr. Stuart Kurland, English, x6424, kurland@duq.edu

Dr. Patricia Skorupka, Nursing, x4102, skorupkap@duq.edu

Dr. Becky Morrow, BSNE, x6317, morrowb@duq.edu

Prof. Mark Freeman, Health Sciences, x5916, freemanm1376@duq.edu

Dr. Kathleen Hartzel, SOBA, x6254, hartzel@duq.edu

Prof. Mark Yochum, Law School, x5012, yochum@duq.edu

Dr. Michael Forlenza, SLPA, x1252, forlenzam@duq.edu

Stephanie Arntz, GGA, x6617, arntz180@duq.edu

Ms. Susan Monahan, Judicial Affairs, x6642, monahans@duq.edu

Ms. Barbara Adams, Library, x5342, adams@duq.edu

Ms. Ruth Newberry, x1813, newberryr@duq.edu

APPENDIX B: RSHS Academic Integrity Policy

I. Procedures for Adjudicating Alleged Violations of Academic Integrity

Course instructors are responsible for upholding the University standards of Academic Integrity in regard to work performed both in and outside of class. They have primary responsibility for evaluating evidence of violations and imposing appropriate sanctions. All cases which result in a sanction greater than failure on the paper or exam on which the violation allegedly occurred, must be discussed with the chairperson of the faculty member's academic department. In cases where the student is not a member of the department offering the course in which the violation occurs, the department chair or Dean of the student's major department (School) should be notified. If the faculty member and the chair determine that the sanction to be applied is greater than failure on the exam or paper, the student should be informed of the sanction in writing by the department chair or the Dean of the School in which the violation occurred, and should also be informed that it is his or her right to appeal the decision to the School (College) Student Standing Committee, for adjudication. All written appeals to the Student Standing Committee must be filed within thirty days of pronouncement of the initial sanction. The Student Standing Committee of the School in which the alleged violation occurred shall be designated to decide the case and recommend the appropriate sanction.

Any sanction recommended by the Student Standing Committee will be communicated in writing to the Dean of the School (College) in which the violation occurred, and the Dean of the School (College) in which the student is enrolled. In cases where two academic units are involved, the decision making process shall be initiated by the Dean of the School (College) where the violation occurred and both Deans shall participate. The Dean(s) may impose the sanction as recommended or modify it by imposing a lesser sanction. The Dean(s) will inform the student in writing of the(ir) decision. The Dean(s) shall be the final arbiter and the decision may not be appealed to the Student Judicial Board.

II. Role and Responsibility of the University Provost

Cases in which the alleged violation is so serious as to require a recommendation by the Dean of the School or the College to impose a sanction greater than failure of the course shall be turned over to the University Provost. The University Provost will review the case and make a determination or elect to convene the University Academic Integrity Appeals Committee (not the Academic Due Process Committee) for adjudication. The University Provost will communicate any decision in writing to all parties concerned within a period of thirty days.

III. Role and Responsibilities of the University Academic Integrity Appeals Committee

The University Academic Integrity Appeals Committee shall consist of the following: two faculty members chosen by lot by the University Provost from a pool of eleven elected faculty representing all Schools in the University plus the Gumberg Library; two students chosen by lot from a pool of ten elected students representing all Schools in the University; and the University Director of Judicial Affairs. Faculty and students chosen to serve on any Academic Integrity case may not be members of the department in which the alleged infraction occurred. Undergraduate students will sit on the University Committee in cases dealing with undergraduate students. Graduate students will sit on the University Committee in cases dealing with graduate students. The University Academic Integrity Appeals Committee will conduct a hearing following the same procedures established for the University Academic Due Process Committee and issue a final recommendation to the Provost. Again, in cases of alleged violation of Academic Integrity, the procedure described herein shall have precedence over the University Academic Due Process procedure.

The recommendation of the University Academic Integrity Appeals Committee will be presented in writing to the University Provost for procedural review and implementation. The Provost may ratify, modify, or suspend the recommended sanction. The University Provost will communicate his or her findings in writing to all parties concerned within a period of thirty days.

APPENDIX C: RSHS Policy for Reporting Exposure to Blood Borne Pathogens

The purpose of this policy is to assist students and clinical instructors in the management of those students who have been exposed to blood and other bodily fluids (occupational exposure) that may place them at risk for hepatitis and HIV infection.

Background

The Centers for Disease Control and Prevention (CDC) estimate 1.5 million people in the United States are infected with HIV¹, suggesting that students of the health sciences will likely participate in the care of someone with HIV-infection during their training. It has been documented that at least 56 American health care workers have become infected following an occupational exposure to HIV, with another 138 possible cases¹.

Definition of an occupational exposure and associated risk

The CDC defines an occupational exposure as a percutaneous injury (e.g., needle stick or cut with a sharp object) or contact of mucous membrane, or skin with compromised integrity (e.g., scratched, chapped, abraded or irritated with dermatitis) with blood, tissue or other bodily fluids that are potentially infectious. Injuries may occur when performing invasive procedures, providing therapy, administering medications, changing dressings, providing acute care following an injury or trauma, or handling linens or dressings that are moist with bodily fluids.

Occupational exposures and Response Procedures

To minimize the risk for an exposure to HIV, Hepatitis B and Hepatitis C, all health sciences students must strictly adhere to universal precautions during all clinical encounters. In the case of an occupational exposure, the exposed student must undergo prompt evaluation to ensure that the true risk of infection is ascertained.

According to the CDC, wounds and skin sites that have been in contact with blood or bodily fluids should be washed with soap and water, and mucous membranes should be generously flushed with water. Following this cleansing procedure, the exposed student should immediately notify the site supervisor and be temporarily excused from patient care. The student should report immediately to the nearest emergency department, unless the exposure occurs in a hospital. For exposures occurring in a hospital, the student should report to the Employee Health Department.

The exposed student will be asked to provide blood for baseline HIV hepatitis testing and will be required to provide detailed information regarding how the exposure occurred. Specifically, he/she may be asked what bodily fluid was encountered, the type of equipment that was being used, exactly how the injury occurred, as well as any medical information that is available regarding the source patient. When providing details about the exposure, source patient confidentiality must be strictly maintained at all times. Any exposed student must comply with all requests for recommended follow-up testing which may continue for 6 - 12 months, depending on the degree of the exposure.

Risk of HIV-infection

Information regarding the exposure will be used to determine the need for post-exposure prophylaxis for HIV-infection. Ideally, a combination of prophylactic medications for HIV is given within two hours of the injury, and current data suggest these medications may not be effective when initiated after 24-48 hours. If the treatment is indicated, it will be prescribed for four weeks.

Risk of hepatitis B

All students must complete the pre-clinical health requirements which include hepatitis B vaccination prior to starting their clinical training. Students who do not develop immunity despite receiving the vaccination should receive the hepatitis B immune globulin following an occupational exposure.

Risk of hepatitis C

Immune globulin and prophylactic medications are not recommended by the CDC following exposures to blood borne pathogens.

Notifying Duquesne University

An exposed student must notify his/her clinical coordinator within 24 hours following the evaluation. Exposures occurring over a weekend must be reported Monday morning. The student will be asked to provide information regarding the injury, source patient, treatment and testing. All results of follow-up testing must be filed with Health Services and not with the School of Health Sciences in order to maintain confidentiality of the student's health. An exposed student will be responsible for all costs incurred for testing, treatment and follow-up and will not be permitted to continue with his/her clinical experience until Health Sciences has received the report of the exposure and compliance with this policy has been documented.

¹ Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Postexposure Prophylaxis. MMWR June 29, 2001/ 50 (RR11); 1-42

APPENDIX D: RSHS Student-Generated Code of Conduct

Of their own initiative, in April of 2009 representatives of the RSHS student body requested to work collaboratively with the faculty to produce a student-generated code of conduct. The outcome of their work appears below and is an unambiguous statement of the expectations they hold for all RSHS students who will earn a degree from Duquesne University.

Preamble:

We, the students of the John G. Rangos, Sr. School of Health Science (RSHS), have created the RSHS Student Code of Conduct (Code) and are committed, as future professionals, to uphold these professional standards. This document is designed to serve as an addendum to the Duquesne University Student Code of Conduct and the RSHS Student Handbook and does not replace or supersede the requirements of those documents. The Code also reflects the professional codes of conduct of our respective disciplines by describing student behaviors that are congruent with these codes.

The RSHS Code of Conduct has been created by RSHS students out of respect for our faculty, colleagues, and, most importantly, in deference to our current and future patients/clients. We are devoted to preparing ourselves to serve our patients/clients with unbiased respect, professionalism, and competence. As students of RSHS, we will demonstrate these high standards of behavior that will allow us to truly embody the mission of Duquesne University.

- 1) The student must take ownership to acquire all of the knowledge and skills necessary to ensure a high level of competence that will allow him/her to provide the best care/service possible when working with clients/patients in the future.
- 2) All student work must be his/her own work. Work that is submitted by a student must be either the student's original work or be the appropriately referenced work of another.
- 3) The student must take responsibility, at all times, for not only his/her ethical behaviors and conduct, but also for the ethical behaviors and conduct of his/her peers.
- 4) The development of the student as a professional requires individual effort and the assurance that he/she acquires the necessary knowledge and skills required of autonomous practice. Assistance provided by a student to his/her peer(s) should not deprive that peer student(s) of gaining or experiencing this essential professional learning and/or evaluation.
- 5) The ability to work and engage collegially with other professionals is essential and requires the professional to assume his/her fair portion of the required work. When working with others, the student must demonstrate respect, collegiality, and assume that portion of the work necessary to maximize the student's learning experience and promote an equal experience for all members of the group.
- 6) All course work and all required experiences are integral to the development of the student as a professional; therefore, the student must value and regard all course work and all experiences equally and with the expectation of the same high standards making all experiences as rich and realistic as possible.
- 7) The student must approach both knowledge and skill examinations as tools that are designed to validate actual learning and qualification to practice. Any activity that corrupts that valid assessment of student knowledge or skills will not be tolerated.
- 8) The student must become critically introspective about his/her knowledge and skills, applying only those skills that are known, appropriately and within the student's limitations, while simultaneously seeking to actively improve both knowledge and skills.
- 9) All types of patient/client interaction must be treated in a professional manner with consideration for and maintaining strict professional and confidential practices, respect for the patient/client, and unbiased quality care.
- 10) The student must know, understand, and abide by the professional code of ethics of his/her professional discipline and the Code of Conduct of Duquesne University.

RSHS Code of Conduct Guidelines

Introduction

The goal of these guidelines is to provide students with examples of acceptable and unacceptable behaviors as they relate to the spirit of each of the ten Code of Conduct Standards. These examples are by no means designed to be an exhaustive list of compliance with or violation of the professional code of conduct we have written.

1) The student must take ownership to acquire all of the knowledge and skills necessary to ensure a high level of competence that will allow him/her to provide the best care/service possible when working with clients/patients in the future.

DO:

- Work hard to master the material in each course keeping in mind its future relevance to the safety of your future patients/clients.
- Recognize that grades are indicators of mastery and understanding, and it is this mastery that should be the focus of your efforts, rather than the grade you achieve. Comprehension of the material is essential for your future career.

DON'T:

- Let the concern of attaining a specific grade compromise you or your peer's academic integrity.
- Wait until it is too late to seek help.
- Use sample test questions the professor gives you as a means by which to select some and ignore other material for which the professor is holding you comprehensively responsible.

2) All student work must be his/her own work. Work that is submitted by a student must be either the student's original work or be the appropriately referenced work of another.

DO:

- Cite ALL of your sources appropriately in any assignment or paper.
- Gain clarification from the course faculty member in regard to the guidelines for use of the Writing Center or writing tutors.

DON'T:

- Plagiarize anyone else's work or ideas whether it is from an official published source or another student in any assignment or paper.
- Have anyone else write your paper for you or edit it beyond punctuation and compliance with rules of English.
- Use part or all of someone else's old paper or assignment and turn it in as your own.
- Write or sign your name on any work that it is not your own. Your name on something means it is your own.

3) The student must take responsibility, at all times, for his/her ethical behaviors and conduct, and also for the ethical behaviors and conduct of his/her peers.

DO:

- Report to the appropriate University official any violations of the RSHS Code that you observe.
- Maintain honesty about your knowledge if questioned by faculty about others' behaviors that violate any RSHS codes.

DON'T:

- Knowingly lie for a classmate to protect them being held accountable for their violations of the RSHS code.
- Fabricate any information that would positively or negatively affect someone being held accountable for a violation of the RSHS code.

4) The development of the student as a professional requires individual effort and the assurance that he/she acquires the necessary knowledge and skills required of autonomous practice. Assistance provided by a student to his/her peer(s) should not deprive that peer student(s) of gaining or experiencing this essential professional learning and/or evaluation.

DO:

- Help others and seek others' help including teachers and fellow students to understand and master material for the purpose of taking ownership of your own knowledge.

DON'T:

- Just give the answers to a fellow student so they can complete an assignment.
- Just take the answers from a fellow student so you can complete an assignment.
- Copy anyone else's assignment.

5) The ability to work and engage collegially with other professionals is essential and requires the professional to assume his/her fair portion of the required work. When working with others, the student must demonstrate respect, collegiality, and assume his/her fair share of the responsibility for the work.

DO:

- Take responsibility to complete your share of the work in a timely manner.
- Alert the professor if someone in your group fails to do their part, or will not let others participate in helping with the assignment.
- Listen to other group member's suggestions and concerns.

DON'T:

- Wait until the last minute to do your share of the work.
- Do the whole group assignment by yourself.

6) All course work and all required experiences are integral to the development of the student as a professional; therefore, the student must value and regard all course work and all experiences equally and with the expectation of the same high standards making all experiences as rich and realistic as possible.

DO:

- Uphold the same professional code of conduct in ALL classes, not just those pertaining to your major.
- Consider all classes a necessary component of your learning.

DON'T:

- Underestimate the importance of ALL classes and therefore become apathetic towards professional codes of conduct.

7) The student must approach knowledge and skill examinations as tools that are designed to validate actual learning and qualification to practice. Any activity(ies) that corrupt(s) that valid assessment of student knowledge or skills will not be tolerated.

DO:

- Study with others, seek tutoring, and attend faculty office hours to work to understand and master material

DON'T:

- Look at another student's testing booklet or answer sheet during an examination.
- Talk to other students during the examination.
- Look or listen to any documents other than that allowed by the professor during an examination. The prohibited list includes but is not limited to: cheat sheets, course notes, writing on body parts, writing on clothing, and any type of earpiece.
- Leave the room at any time during an examination to access any material to help you finish the examination. This includes but is not limited to: hand written notes, printed notes, blackboard notes, websites, or books.
- Provide to other students or use yourself any copies of previous examinations that the instructor has not directly provided to you for preparation of an exam. This includes but is not limited to: a summary of the questions and/or a summary of the answers to a previous exam, a concentrated review made from a previous exam, or an actual copy of the original exam.

8) The student must become critically introspective about his/her knowledge and skills, applying only those skills that are known, appropriately and within the student's limitations, while simultaneously seeking to actively improve both knowledge and skills.

DO:

- Practice all clinical skills in appropriate settings such as under supervision of qualified staff.
- Ask professors when you are unsure of what you can practice outside of school.
- Seek to find out limits consistent with professional accreditation and licensure standards of the profession.

DON'T:

- Provide professionally-oriented advice to people outside of clinical sites/labs or without supervision of an instructor.
- Utilize professional practice on non-clients/patients or outside pretense of a Duquesne student in a learning environment.

9) All types of patient/client interaction must be treated in a professional manner with consideration for and maintaining strict professional and confidential practices, respect for the patient/client, and unbiased quality care.

DO:

- Abide by HIPAA, always practicing patient confidentiality.
- Remind others that patient confidentiality is important. Report any breaches of patient confidentiality.
- Treat each patient/client with respect and deliver unbiased quality care.

DON'T:

- Ignore confidentiality standards for patients that come in for learning activities.

10) The student must know, understand, and abide by the professional code of ethics of his/her professional discipline and the Code of Conduct of Duquesne University.

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Rooney Field Clinic.....	(412) 396-5373 or 5374
BOOKSTORE: Ground Floor, Power Center	
General Information	(412) 434-6626
BUSINESS OFFICE: Room 208, Administration Building.....	(412) 396-6585
CAMPUS MINISTRY: Room 102, Administration Building.....	(412) 396-6020
Towers Center.....	(412) 396-5045
CAREER SERVICES CENTER: Room G-1, Rockwell Hall	(412) 396-6644
CASHIER: Room G-2, Administration Building	(412) 396-6585
CHILD DEVELOPMENT CENTER (DAYCARE): First Floor, St. Martin's.....	(412) 396-5183
COMPUTING AND TECHNOLOGY SERVICES (CTS): Concourse, Rockwell Hall	(412) 396-6200
Help Line	(412) 396-4357
COMMUTER AFFAIRS: Room 315, Duquesne Union	(412) 396-6660
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DEPARTMENT OF PUBLIC SAFETY: Public Safety Building	
Office.....	(412) 396-6002
Emergency	(412) 396-4747
DU CARD CENTER: Room 210 Duquesne Union.....	(412) 396-6191
DUQUESNE DUKE: 1 st Floor, Fisher Hall.....	(412) 396-6629
DUQUESNE UNION:	
Information Center	(412) 396-6632
Lost & Found.....	(412) 396-6632
Programs and Activities	(412) 396-5853
Recreational	(412) 396-6621
Scheduling.....	(412) 396-6653
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HEALTH SERVICE: Second Floor, Duquesne Union	(412) 396-1650
JUDICIAL AFFAIRS: Room 309, Duquesne Union.....	(412) 396-6642

LIBRARY: University Librarian (412) 396-6130

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- Duquesne Union..... (412) 396-5220
- Rockwell Hall..... (412) 396-6192
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