

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

The Family Educational Rights and Privacy Act (FERPA) of 1974 prohibits postsecondary educational institutions from disclosing the education records of students to most third-parties without the student's consent. Under the provision of FERPA, parents are considered to be third-parties, and student information may not be disclosed to parents without the student's consent.

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 2012. 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/accredited 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 RSHS was founded in concert with the educational philosophy and objectives of Duquesne University. Students in the RSHS are exposed to a broad liberal arts education with emphasis on

understanding the scientific, theoretical and theologic constructs of the world. The academic programs focus on the scientific theories, which support the skilled ethical practice of the various professions, coupled with a strong appreciation and understanding of spiritual values. In recent years, health care in the United States has seen a transition to massive, complex health care delivery systems, which offer society choices to receive health care. A mixture of generalists and specialists practice in this sophisticated system to meet the growing health service demands of our society. To integrate our graduates into this system, the academic programs in the RSHS instill in-depth scientific and theoretical knowledge of health care practice, enhanced by a rich infusion of moral and spiritual values, necessary to prepare our graduates to be competent health care professionals. Through this preparation, students are encouraged to become cognizant of the needs of their patients/clients, their colleagues, and the health care systems in which they practice. Students are also required to 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. All aspects of the students' education are coupled with an awareness and sensitivity of the human response to the functional limitations in various social and health care delivery contexts. The ultimate goal of the educational programs within the RSHS at Duquesne University is to educate truly outstanding health care professionals and citizens capable of explaining, investigating, and delivering the highest level of quality care with kindness, dignity, responsibility, and respect.

ACCREDITATION

The RSHS has successfully achieved full accreditation for all academic programs offered in the school. Each entry-level professional degree program must be accredited by a specialized accreditor in order for its students to be eligible to take the appropriate certification, licensure or registration examination.

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 2016-2017 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 ACOTE, c/o Accreditation Department, American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449.

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, 2007 and 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 first and second floors contain teaching laboratories for the Departments of Physical Therapy, Occupational Therapy, and Athletic Training. The fourth floor includes the Department of Physician Assistant Studies Teaching Laboratory, six private examination rooms and offices, 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, connected to the campus via an enclosed pedestrian bridge, houses the Departments of Health Management Systems and Speech-Language Pathology, the Speech-Language-Hearing Clinic, and teaching and research labs for physical therapy and speech-language pathology. The Exercise Physiology Laboratory also is housed on the fourth floor of this building and is used for student laboratories, as well as metabolic, respiratory, exercise, and cardiac fitness testing and research.

Libermann Hall, Duquesne's newest acquisition, is a combination of academic and office space. The Department of Occupational Therapy maintains a teaching laboratory in Room G-103.

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. Departmental permission is needed to access RSHS facilities outside of regular course meeting times. 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

Please refer to Departmental sections of this handbook, pages 53-77, for specific information.

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/accredited phase of their respective program.

Inter-School Minors

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.

Inter-School Certificate

RSHS students may obtain a Certificate in Business from the A.J. Palumbo School of Business Administration. Students are strongly urged to register for the program by the end of their freshman year. In most cases, it will take three years to complete the program. Specific information can be found at <https://portal.duq.edu/intranet/business/undergrad/certificate.jsp>.

II. ADVISEMENT AND REGISTRATION

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ADVISEMENT AND REGISTRATION

ACADEMIC ADVISEMENT

Students are assigned to an academic advisor in the Dean's Office once they are admitted into a program. Students also may be assigned to a faculty advisor assigned by the Department. Academic and faculty advisors 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 RSHS Dean's Office, acts as an ombudsman for the student in his/her interaction with all officials throughout the University.

Academic 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. While knowledgeable in specific academic disciplines, academic advisors are not trained to provide profession-specific guidance to students.

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 change majors, their academic advisors also may change. All students in the professional/accredited phase and in the Health Management Systems master's program and the Athletic Training degree program have both an academic advisor and a faculty mentor from their respective programs.

Role of Faculty Advisor

Faculty advisors are experts in their specific professional disciplines and are helpful resources for the students enrolled in specific academic majors. Faculty have various other responsibilities in addition to guiding students; their primary responsibilities are teaching and scholarly work. Scholarly work includes individual research, professional presentation, and research to prepare for classroom instruction. Faculty also serve on Department, School and University committees and are 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's expertise and professional position at any time, while also respecting faculty schedules. Office hours are routinely posted by faculty, and these meeting times are to be observed by students. If a student has a pressing problem at any time, regardless of posted office hours, that student should feel free to approach any faculty member or administrator within the Department or the RSHS.

For students enrolled in the professional/accredited phase, the faculty advisor 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.

Special Advisement Status Programs

The University will designate 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 (e.g., Program for Academic Excellence, students on academic probation or who require special services to assist with learning disabilities). This designation will allow students who have special concerns in regard to course selection and/or credit loads to work with their academic advisors to seek and secure services in other departments within the University to meet their needs.

MAINTENANCE AND AVAILABILITY OF STUDENT RECORDS

Confidentiality of Student Records

A student's personal information and academic record is maintained and monitored confidentially by the University. A student's personal information or academic record may be revealed only in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 (Public Law 93-380, Section 438, as amended).

In order for a student's parents to receive official information concerning the academic record of their child from the University, parents must either prove the financial dependence of that child upon them according to the dependency test as defined in section 152 of the Internal Revenue Code of 1954, or a student must grant waiver of FERPA rights.

Students wishing to waive their FERPA rights relating to the release of academic information (e.g., granting parents access to academic information) or to request nondisclosure of directory information must do so through DORI and Self-Service Banner > Personal Information > Answer a Survey > FERPA Waivers and Nondisclosure. Information provided by the student will remain in effect until such time that it is changed by the student. Once a student separates from the University, only requests for nondisclosure of Directory Information remain in effect. For details, go to www.duq.edu/ferpa.

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

Students may access their grades through Self-Service Banner; therefore, the Office of the Dean, individual departments, and/or RSHS faculty will not release this information to students. Student grades and academic status also cannot be released to third-parties (e.g., parents), other than the student, unless the student waives their rights by completing the FERPA Waiver and Nondisclosure form.

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 by the student through DORI and Self Service Banner > Student Information > Student Records > Request Enrollment Verification, or through the Registrar's Office. If detailed information or a reference or evaluation from the Dean or faculty is required, the request should be directed directly to that individual 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, 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

Students normally carry five courses (15-18 credits) each semester, with no more than two or three sciences in any given semester. Students required or electing to take summer course work normally carry no more than 12 credits in a summer semester. To determine an appropriate summer load, the amount and type of summer classes, as well as the length and pace of the course(s) involved, should be considered.

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/accredited phase. Student athletes entering the professional/accredited phase should check with their Department Chairperson to ensure that all professional requirements can be met.

In the event that a student athlete may need to miss classes to represent the University, University policy requires that faculty members must excuse the student from attending one or more classes; however, the faculty member must receive verification of the reason for the excused absences from the Department of Athletics at least two weeks prior to the absence. A student who is excused from attending class is responsible for all work and other activities required of the other students in the missed class. If a student misses an examination or submission deadline due to absence, the student must make up the exam or submit the assignment at a time and place designated by the instructor. This policy does not include clinical internships or experiences. In such cases, support for continuation in University-approved events must be solicited by the individual student from the academic unit in which the student is enrolled in conjunction with the University unit sponsoring the activity.

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; to ensure that they are able to

meet the program requirements, 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/accredited 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/accredited 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, while enrolled in the professional/accredited phases of the programs.

Professional/Accredited Phase

Throughout the entire professional/accredited 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/accredited portion of the program.

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/accredited 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/accredited 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

Online 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 advisors.

Pre-Professional Phase

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

Professional/Accredited Phase

Professional/accredited phase students 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 time new students may meet with their academic advisors and register for summer (if applicable) and/or fall classes.

Only students who have confirmed their wishes to attend the University by forwarding their deposit/confirmation forms with their acceptance letters as requested 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, a new student must:

1. Submit his/her deposit/confirmation form to reserve a 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 his/her academic advisor. Appointments are generally required. In some rare 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 regarding 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 Tamburitzans. Pre-registration for the summer and fall semesters normally occurs during the spring semester in March/April; pre-registration for the spring semester normally occurs during the fall semester in October/November. 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, a current student must:

1. Have fulfilled all financial obligations to the University for the previous semester.
2. Remove any University financial, immunization, or academic hold on his/her registration.
3. Make arrangements to meet with his/her academic advisor, if in the pre-professional phase. Appointments are required and are scheduled according to the student's overall credit level, with upper level students permitted to register before lower level students.

NOTE: Students who are unable to remove financial, immunization, or academic holds on their registrations, are still strongly encouraged to meet with their academic advisors 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 specific 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 deferred payments, pay their bills, get information on Residence Life and student insurance, have their IDs validated, and/or obtain parking permits.

Late Registration

Late Registration may be permitted only in specific extenuating cases with the approval of the RSHS dean.

Registration Status

Active Status

Any student who wishes to maintain his/her seat within a program must maintain continuous enrollment within the RSHS (even if for a leave of absence) for all semesters until such the time that the student graduates or leaves the University. Once a student fails to register 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 plans to return to the University 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 must work with his/her academic advisor to be recorded officially as taking a leave of absence. This leave of absence ensures that the student's records and seat in his/her class will be actively maintained.

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/Accredited Phase

A student who wishes to take a leave of absence during any semester must discuss this option with his/her respective Department Chairperson prior to the start of the semester in question. Since the professional/accredited curriculum is sequential, any student requesting a leave of absence during this

timeframe also must seek permission to change his/her anticipated graduation date (dropping back within the program) by a minimum of one year. This request must be submitted in writing to the appropriate Department Chairperson for approval; however, there is no guarantee that a Department will be able to accommodate this programmatic change due to availability of seats in the lower class levels.

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 must follow through with his/her academic advisor to be officially registered as taking a leave of absence. This registration ensures that the student's records and seat his/her program 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 academic advisor within the school to which they would like to transfer. Students should make any transfer decisions at least one month prior to the start of a registration period in order to allow 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

An internal transfer student is any student who is enrolled in a School outside of the RSHS and who seeks admission to a RSHS program or any student enrolled within the RSHS who seeks to transfer to another RSHS program.

A student 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

A student who wishes to withdraw from the University must contact his/her academic advisor and complete a Notice of Complete Withdrawal form. This form is required, and instructors' signatures must be obtained. Notification of the intent not to attend received after the add/drop deadline will be processed as a complete withdrawal and is subject to the University's official withdrawal policy which includes varying levels of financial obligation depending on the formal date of withdrawal. With regard to complete withdrawal from all courses in a term, students are issued a refund in accordance with the Tuition Refund Schedule (see Academic Calendar); however, fees are not refundable. The withdrawal notification date will be used as the formal separation date from the University and to determine whether a refund will be issued.

When a student's attendance is involuntarily terminated due to personal disability arising from injury or illness, any remission of tuition beyond what is described in the Tuition Refund Schedule is subject to the approval of the Academic Dean, the Vice President for Academic Affairs, and the Vice President for Management and Business (see Medical Withdrawal).

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. All non-title IV federal funds will be returned to the source, if applicable. Title IV funds will be pro-rated per federal regulations, if applicable.

Any student who elects to withdraw from the professional/accredited 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/accredited 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/accredited 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 2012) 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 "Application for Re-Admission" available through the Office of Admissions or online at http://www.duq.edu/Documents/admissions/_pdf/re-admission-form.pdf.

Students who have completed 12 credits or less at another institution(s) since leaving Duquesne are considered "straight readmits" into Duquesne University. Applications for Re-Admission 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 (AP) Credits

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.

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.

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. Please refer to Departmental sections of this handbook, pages 53-77, for specific information.

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 RSHS 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.
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-requisite courses may need to be completed through the RSHS once the student has been accepted. Examples of these courses are Anatomy I and Anatomy II, Physiology I and Physiology II, Functional Kinesiology, Essential Concepts & Techniques in AT, Foundations & Concepts of Occupational Therapy, Human Motion & Movement, Decision Tools for Business Analytics I, Business Information Systems, Medical Sciences I and Medical Sciences II.

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, Duquesne University, 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.

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 at any of the institutions. However, taking courses at other institutions during those terms is facilitated by the "temporary transfer student" 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 must take any cross-registered courses at a four-year accredited institution.

Temporary Transfer Student

A temporary transfer student can either be:

1. A student enrolled at Duquesne University who wishes to enroll at another institution for one or more courses during a summer semester. The student must contact his/her academic advisor to verify his/her eligibility and fill out the appropriate Temporary Transfer Approval Form.
2. A student enrolled at an institution other than Duquesne University who wishes to enroll at Duquesne University for one or more courses during the summer semester. The student 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 must take all future courses at a four-year institution.

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PRE-PROFESSIONAL PHASE ACADEMIC POLICIES

GRADING POLICY

University Undergraduate Grading System

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 grade 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 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.

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 SECTION ABOUT RSHS 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 to the nearest hundredth of the sum of A, A-, B+, B, B-, C+, C, D, and F were received to the sum of quality points earned. 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. Courses credits graded F, N, I, and W do not earn credit, and if required for graduation, must be repeated and passed.

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 a student opts to take any elective(s) at Duquesne University beyond those required for his/her particular program, the elective(s) 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

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/accredited phase.
2. 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.
3. No student enrolled in the pre-professional phase will be permitted to take any course work reserved for the professional/accredited phase.

ACADEMIC AND PROGRAM REQUIREMENTS FOR ENTRY INTO THE PROFESSIONAL/ACCREDITED PHASE

Please refer to Departmental sections of this handbook, pages 53-77, for specific information.

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

Please refer to Departmental sections of this handbook, pages 53-77, for specific information.

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. Discuss his/her concerns with the appropriate Department Chairperson if he/she feels his/her concerns were not resolved after meeting with the instructor(s).
3. Schedule an appointment with the Dean of the appropriate school if he/she feels that his/her concerns were not resolved after meeting with the Department Chairperson.

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. A student is expected to follow-up by first contacting his/her instructor and then his/her 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 and first semester transfers may withdraw from a course with the approval of their academic advisor up to the last class meeting and will receive a grade of "W".

Students, other than first semester freshmen and transfers, may withdraw from a course, with the approval of their academic advisor, up to the date announced in the Academic Calendar. All course withdrawals will result in a final grade of "W" on the transcript.

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/accredited 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/accredited courses (e.g., Anatomy I, Foundations & Concepts of Occupational Therapy) are involved, or where students are expected to begin the professional/accredited 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" grade. No student is permitted to enter the professional/accredited phase until all "I" grades are complete.

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 finished, the instructor should complete a Change of Grade Form and submit it to the Office of the Dean for the dean's signature by the deadline 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 Form will be sent to the Office of the Registrar.

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 minimum for their respective program. Academic warning is not posted on students' transcripts. Please refer to Departmental sections of this handbook, pages 53-77, for specific information.

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.

Freshmen and transfer students who are placed on academic probation for any semester and then subsequently fail to achieve, in any semester, the required QPA will be academically dismissed from the RSHS. Please refer to Departmental sections of this handbook, pages 53-77, for specific information.

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.

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 Anatomy II, Physiology I and Physiology 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 Courses

Any laboratory science course in which a "D" or "F" grade was earned must be repeated before a student can continue with the sciences 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/accredited 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.
2. They fail to achieve the required grade of "C" or better in a course upon the second attempt.
3. 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).
4. They exhibit behavior detrimental to their profession, including failure to demonstrate ethical and/or professional behavior and services.

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 page 32, 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 his/her respective program. He/she 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.

IV. PROFESSIONAL/ACCREDITED PHASE ACADEMIC POLICIES

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PROFESSIONAL/ACCREDITED PHASE ACADEMIC POLICIES

ORIENTATION

The RSHS sponsors a mandatory school-wide Orientation Program the Friday before the start of fall classes for all new professional/accredited 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/accredited phase, and to their faculty and fellow students. The Orientation provides an overview of the professional/accredited 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.

PROFESSIONAL ASSOCIATIONS

Students enrolled in the professional/accredited 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.

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/accredited program.

DRESS

All students 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 some programs 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 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 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.

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 – FBI 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.stewartstown.org/FormsApplications/StatePoliceBackgroundCheck.pdf>

Pennsylvania Child Abuse History Clearance:

<http://www.dpw.state.pa.us/findaform/childabusehistoryclearanceforms/index.htm>

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.

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."

Pre-Clinical Health Requirements

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/accredited 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 Orientation program 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, training will be offered throughout the year on Blackboard.

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 312 Old Main, 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 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. Students are expected to attend class.

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

- 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" grade 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 to the nearest hundredth of the sum of A, A-, B+, B, B-, C+, C, D, and F were received to the sum of quality points earned. 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. Courses credits graded F, N, I, and W do not earn credit, and if required for graduation, must be repeated and passed.

Students will have a pre-professional and a professional/accredited QPA reflected on the RSHS Progress Evaluation Sheets. 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/accredited phase).

COURSE SEQUENCE

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

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/accredited 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/accredited QPA to graduate.

The RSHS has adopted the "C" or better policy in all professional/accredited 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 advisor at least once a semester. In addition, students are strongly encouraged to maintain regular contact with their advisor(s).

While the academic and faculty advisors 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/accredited 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") grade 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" grade must be removed. This date will occur before, or no more than three weeks after, the end of the semester. Any "I" grade not removed by the date specified, becomes a permanent "F." Professional/accredited students must remove all "I" grades in order to graduate.

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 finished, the instructor should complete a Change of Grade Form and submit it to the Dean's Office for the dean's signature by the deadline 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 Form will be sent to the Office of the Registrar.

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 and faculty advisors 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/accredited 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/accredited QPA remains at or above a 3.0.

REPEATING COURSES

Any student who was previously on academic probation in the professional/accredited 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. 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/accredited 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.

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 in a clinical or required course will result in academic dismissal from the RSHS.

Students must seek the approval from their respective Department Chairperson in order to repeat a professional/accredited 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/accredited phase student is subject to dismissal from the RSHS for any one or more of the following reasons:

1. He/she was admitted to the University and/or RSHS into the professional/accredited phase of any RSHS program on probation and subsequently failed to achieve the required 3.0 QPA during any semester.
2. He/she failed to achieve a semester QPA of 3.0 during any two semesters.
3. He/she failed to achieve the required grade in a course upon the second attempt, regardless of the semester QPA.
4. He/she failed to achieve the required grade of "C" in a RSHS professional/accredited phase course once they have been on probation, regardless of the semester QPA in which they receive the less than a "C" grade.
5. He/she failed to successfully repeat a not-passing clinical education experience. A second not-passing grade will result in academic dismissal from the RSHS.
6. He/she failed to meet the RSHS academic or program requirements (e.g., A STUDENT WHO DOES NOT COMPLETE HEALTH REQUIREMENTS FOR ENTRY INTO CLINICAL EDUCATION).
7. He/she exhibited behavior detrimental to their profession, including failure to demonstrate ethical and/or professional behavior and academic dishonesty. A student found to be cheating is subject to automatic dismissal.

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 50, 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 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.

V. DEPARTMENT SPECIFIC INFORMATION AND POLICIES

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DEPARTMENT OF ATHLETIC TRAINING

ACADEMIC PROGRAMS AND DEGREES

Bachelor's Degree Program

The RSHS offers a four-year bachelor's degree program in athletic training (B.S. in Athletic Training) which follows a traditional curricular design. The academic model for this program 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.

Master's Degree Program

An advanced master's degree (M.S. in Health Sciences) option is being developed that will provide Athletic Training students who wish to stay at the University for an additional four semesters (1 year and two summers) to develop an advanced specialty in industrial athletic training and health promotion. This will be offered to all currently enrolled Athletic Training students when it becomes available.

Joint and Second Degree Opportunities

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 requirements for the joint 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 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.

Graduate Program

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, Occupational Therapy 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.

PRE-PROFESSIONAL PHASE ACADEMIC POLICIES

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 listed below. Students who do not meet the academic or program requirements set forth by the Athletic Training Department will be delayed entrance into the professional phase or will be dismissed.

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 2.75 cumulative QPA for the required pre-professional course work. 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). Athletic Training students will receive this training in class.
3. Documentation of 100 hours of clinical and observation 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.
4. Documentation of Act 33 and Act 34 Pennsylvania State Clearances and Act 114 – FBI Federal Criminal Record Check.
5. 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 of 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.
6. Successful completion of a personal interview is mandatory. Students will receive information from the department regarding the scheduling of interviews. 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.

7. All new professional phase students must attend the Orientation program which is held immediately before the start of the fall semester for all new professional phase students. At this orientation, students will receive Health Insurance Portability and Accountability Act (HIPAA) training which is required by Federal Law to be completed.
8. Departmental approval. 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", "Student Conduct and Disciplinary Action", and "Certification, Licensure and Registration".

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 each semester. 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.

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.

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. Academic warning is not posted on students' transcripts.

Academic Probation

Any student in the pre-professional phase, other than first semester freshmen, who fail to achieve the required 2.75 semester QPA will be placed on academic probation.

Freshmen and transfer students who are placed on academic probation for any semester and then subsequently fail to achieve, in any future semester, the required 2.75 will be academically dismissed from the RSHS. Academic probation is not posted on students' transcripts.

ACADEMIC DISMISSAL

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. He/she was admitted into the University and/or the RSHS on probation and subsequently fails to achieve the 2.75 minimum required QPA during his/her first semester.

2. He/she is a sophomore on probation in the pre-professional phase and fails to achieve the required 2.75 QPA during any subsequent semester.
3. He/she fails to achieve the required 2.75 cumulative QPA upon completion of the pre-professional phase.

PROFESSIONAL PHASE ACADEMIC POLICIES

ORIENTATION

The Department of Athletic Training sponsors a mandatory orientation on the Thursday and Friday before classes start for the fall semester.

CLASS ATTENDANCE

Athletic training students in the professional phase may be required to be available for on-call duties, including evenings and weekends.

ADDITIONAL EDUCATIONAL EXPENSES

Athletic Training students interested in additional certifications (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.

GRADUATION REQUIREMENTS

Bachelor of Science Degree Program

A student who has completed all requirements with a minimum 3.0 cumulative professional QPA will receive a Bachelor of Science in Athletic Training.

Upon special request and subsequent approval of the 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 a candidate 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.

DEPARTMENT OF HEALTH MANAGEMENT SYSTEMS

ACADEMIC PROGRAMS AND DEGREES

Bachelor's Degree Program

The RSHS offers a four-year bachelor's degree program in health management systems (B.S. in Health Management Systems) which follows a traditional curricular design. The academic model for this program is two years of liberal arts and science requirements followed by two years of professional education. The Department of Health Management Systems also offers a joint HMS/Pre-Med program.

Master's Degree Program

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. For further information, please contact the Department of Health Management Systems at (412) 396-4772.

PRE-PROFESSIONAL PHASE ACADEMIC POLICIES

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 listed below. Students who do not meet the academic or program requirements set forth by the Health Management Systems Department will be delayed entrance into the professional phase or will be dismissed.

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

1. Successful completion of all required pre-professional course work with a "C" or better and a minimum 2.75 cumulative QPA for the required pre-professional course work.
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.
3. 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.
4. Depending on the various internship/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 – FBI Criminal Record Background Checks. Acts 33/151 and 34 require a report of criminal history record information from the Pennsylvania State Police.
5. 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 by end of spring semester junior year. 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.

6. All new professional phase students must attend the Orientation program which is held immediately before the start of the fall semester for all new professional phase students. 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. 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", "Student Conduct and Disciplinary Action", and "Certification, Licensure and Registration".

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 2.75 QPA each semester.

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.

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. Academic warning is not posted on students' transcripts.

Academic Probation

Any student in the pre-professional phase, other than first semester freshmen, who fail to achieve the required 2.75 semester QPA will be placed on academic probation.

Freshmen and transfer students who are placed on academic probation for any semester and then subsequently fail to achieve, in any future semester, the required 2.75 will be academically dismissed from the RSHS. Academic probation is not posted on students' transcripts.

ACADEMIC DISMISSAL

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. He/she was admitted into the University and/or the RSHS on probation and subsequently fails to achieve the 2.75 minimum required QPA during his/her first semester.
2. He/she is a sophomore on probation in the pre-professional phase and fails to achieve the required 2.75 QPA during any subsequent semester.
3. He/she fails to achieve the required 2.75 cumulative QPA upon completion of the pre-professional phase.

GRADUATION REQUIREMENTS

Bachelor of Science Degree Program

A student who has completed all requirements with a minimum 3.0 cumulative professional QPA will receive a Bachelor of Science in Health Management Systems.

Upon special request and subsequent approval of the 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 a candidate for graduation with a Bachelor of Science in Health Sciences.

Master's Degree Program

A student who has completed all requirements with a minimum 3.0 cumulative QPA will receive a Master of Health Management Systems.

DEPARTMENT OF OCCUPATIONAL THERAPY

ACADEMIC PROGRAMS AND DEGREES

Entry-Level Master's Degree Program

The RSHS offers a five-year entry-level master's degree program in occupational therapy (M.S.). The academic model for this program is two and a half years of liberal arts and science requirements followed by two and a half years of professional education. Typically, professional-level education occurs on a year-round basis during the fall, spring, and summer semesters. These models are unique 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. Students in the entry-level master's degree program are awarded a Bachelor of Science in Health Sciences at the end of the fourth year and a Master of Science 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 Master's degree.

Second Degree Program

The occupational therapy program also has a two-year post-baccalaureate program that begins in January each year. The program is 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.

Joint Degree Opportunity

The RSHS offers a joint Athletic Training/Occupational Therapy (AT/OT) degree program to currently enrolled students in either AT or OT, as well as those seeking initial admission into the RSHS. Students must formally apply. Enrollment is limited; therefore, admission is competitive.

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

Graduate Program

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, Occupational Therapy 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.

Academic Majors and Minors

Inter-School Minors

The School of Education's Special Education program offers specific minors for occupational therapy students.

Advance Placement (AP) Credits Policy

To receive AP credit in Biology I and II, 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.

PRE-PROFESSIONAL PHASE ACADEMIC POLICIES

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 listed below. Students who do not meet the academic or program requirements set forth by the Occupational Therapy Department will be delayed entrance into the professional phase or will be dismissed.

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 3.0 cumulative QPA for the required pre-professional course work.
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.
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 stationery is sufficient documentation as well. This log must be submitted to the Office of the Dean.

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.

4. 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 – FBI Criminal Record Background Checks. Acts 33/151 and 34 require a report of criminal history record information from the Pennsylvania State Police.

5. 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. 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.
6. All new professional phase students must attend the Orientation program(s) which are held immediately before the start of the spring and fall semesters for all new professional phase students. 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. 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", "Student Conduct and Disciplinary Action", and "Certification, Licensure and Registration."

Pre-professional students who have earned a cumulative 3.0 QPA 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 they ever again fail to meet the 3.0 semester QPA, they will be academically dismissed from the RSHS.

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 3.0 semester QPA. 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.

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.

Freshmen Academic Warning

Freshmen will be placed on academic warning upon completion of the first semester if their semester QPA falls below the required 3.0. Academic warning is not posted on students' transcripts.

Academic Probation

Any student in the pre-professional phase, other than first semester freshmen, who fail to achieve the required 3.0 semester QPA will be placed on academic probation.

Freshmen and transfer students who are placed on academic probation for any semester and then subsequently fail to achieve, in any future semester, the required 3.0 semester QPA will be academically dismissed from the RSHS. Academic probation is not posted on students' transcripts.

ACADEMIC DISMISSAL

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. He/she was admitted into the University and/or the RSHS on probation and subsequently fails to achieve the 3.0 minimum required QPA for their program during his/her first semester.
2. He/she is a sophomore or junior on probation in the pre-professional phase and fails to achieve the required 3.0 QPA during any subsequent semester.
3. He/she fails to achieve the required 3.0 cumulative QPA upon completion of the pre-professional phase.

PROFESSIONAL PHASE ACADEMIC POLICIES

ORIENTATION

The Department of Occupational Therapy sponsors a mandatory professional graduate student orientation at the start of the spring semester.

CLINICAL EDUCATION

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.

GRADUATION REQUIREMENTS

Entry-Level Master's Degree Program

Graduation at the Bachelor's Degree Level

An occupational therapy student in the five-year entry-level master's degree program who has completed all requirements with the minimum 3.0 cumulative Duquesne University QPA 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 their master's degree.

Graduation at the Master's Degree Level

A student who has completed all requirements in the occupational therapy program with a minimum 3.0 cumulative graduate QPA will receive a Master of Science degree.

DEPARTMENT OF PHYSICAL THERAPY

ACADEMIC PROGRAMS AND DEGREES

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 will graduate with a Bachelor of Science degree with a major in Biology and a Bachelor of Science in Health Sciences degree upon completion of the fourth year, and a 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, Occupational Therapy 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 Degree Opportunity

The RSHS offers a joint degree opportunity between the Athletic Training and Physical Therapy programs (AT/PT). Physical Therapy students also may apply for the joint AT/PT degree. Students must formally apply for this program. Enrollment is limited; therefore, admission is competitive.

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

Advance Placement (AP) Credits Policy

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**.

PRE-PROFESSIONAL PHASE ACADEMIC POLICIES

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 listed below. Students who do not meet the academic or program requirements set forth by the Physical Therapy Department will be delayed entrance into the professional phase or will be dismissed.

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 3.0 cumulative QPA for the required pre-professional course work; and 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. 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.
2. Physical Therapy students are required to have documentation of American Heart Association Basic Life Support for Health Care Providers and First Aid. A course will be offered through the department in September of the second professional year. This is required for all students for clinical education. 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. This requirement must be met by the end of the third year.
3. Documentation of 100 hours of shadowing/mentoring, volunteer, or paid experience in at least two different physical therapy practice settings. The experiences should include a wide range of ages, diagnoses, and practice settings. 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. This requirement must be met by the end of the third year.
4. 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 – FBI Criminal Record Background Checks. Acts 33/151 and 34 require a report of criminal history record information from the Pennsylvania State Police.
5. 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. 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. 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.

6. All new professional phase students must attend the Orientation program which is held immediately before the start of the fall semester for all new professional phase students. 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. 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", "Student Conduct and Disciplinary Action", and "Certification, Licensure and Registration".

ACADEMIC STANDARDS/REQUIREMENTS

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 of Science degree with a major in biology; achieve a "C" or better in all RSHS 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 in the Department of Physical Therapy are permitted to take any University core course that is accepted by the Department of Biology.

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.

ACADEMIC DISMISSAL

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. He/she was admitted into the University and/or the RSHS on probation and subsequently fails to achieve the 3.0 minimum required QPA for his/her program during his/her first semester.
2. He/she is a sophomore or junior on probation in the pre-professional phase and fails to achieve the required 3.0 QPA during any subsequent semester.
3. He/she fails to achieve the required 3.0 cumulative QPA upon completion of the pre-professional phase.

PROFESSIONAL PHASE ACADEMIC POLICIES

CLINICAL EDUCATION

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.

Physical Therapy students are required to have the following training and clearances for clinical education:

- Annual Physical
- A 2-step PPD exam and yearly updates
- American Heart Association Basic Life Support for Health Care Providers with First Aid
- OSHA Training – provided in the spring of 5th year
- HIPAA Training – provided at orientation of 4th year
- PA Act 33 Clearance (child abuse clearance)
- PA Act 34 Clearance (criminal clearance)
- FBI Fingerprinting clearance
- Additional clearances may be required by specific sites
- Drug screening exams may be required by specific sites

GRADUATION REQUIREMENTS

Entry-Level Master's Degree Program

Graduation at the Bachelor's Degree Level

A physical therapy student in the six-year entry-level doctoral degree program who has completed all requirements with the minimum 3.0 cumulative Duquesne University QPA 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 their doctoral degree.

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.

DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES

ACADEMIC PROGRAMS AND DEGREES

Entry-Level Master's Degree Programs

The RSHS offers a five-year entry-level master's degree program in physician assistant studies (M.P.A.S.). The academic model for physician assistant studies is three years of liberal arts and science requirements followed by two years of accredited education. Typically, accredited education occurs on a year-round basis during the fall, spring, and summer semesters. This model is unique for this profession and provides the RSHS faculty the opportunity to maximally utilize the excellent core curriculum and science offerings at Duquesne as the basis for creative, professional curricula. Students in this five-year entry-level master's degree program are awarded a Bachelor of Science in Health Sciences at the end of the fourth year and a Master of Physician Assistant Studies 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 master's degree.

Master's Degree Program

The RSHS offers an on-line Master's of Science Program in Health Sciences (M.S.H.S.). This 30 credit accelerated program is intended for bachelor-prepared health care clinicians who want to advance their career to include teaching or administrative work. The program is based on a seven week course structure, allowing learners the opportunity to work at their own pace. The program is designed for completion in less than two years.

Advance Placement (AP) Credits Policy

To receive AP credit in Biology I and II, 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.

PRE-PROFESSIONAL PHASE ACADEMIC POLICIES

ACADEMIC AND PROGRAM REQUIREMENTS FOR ENTRY INTO THE ACCREDITED PHASE

Final approval for entrance into the accredited 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 the Physician Assistant Studies Department will be delayed entrance into the accredited phase or will be dismissed. Students will receive explicit information regarding these program requirements from the Office of the Dean.

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

1. Successful completion of all required RSHS pre-professional course work with a "C" or better and a minimum cumulative 3.0 QPA for the required pre-professional course work.
2. Documentation of current CPR training for healthcare providers (a copy, front and back of card). Duquesne University's Public Safety Department offers courses on campus. Other possible sources include the American Heart Association and Center for Emergency Medicine in Oakland.

3. Shadowing is strongly recommended prior to starting the accredited 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. 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 – FBI Criminal Record Background Checks. Acts 33/151 and 34 require a report of criminal history record information from the Pennsylvania State Police.
5. Completion of a physical examination and other health requirements. In addition to meeting the University's health and immunization requirements upon matriculation, 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 accredited phase. 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.
6. Successful completion of personal interviews is mandatory for physician assistant studies students. Students will receive information from the department regarding the scheduling of interviews. Pre-professional students seeking admission or progression into the accredited phase of the program must receive a recommendation from the Physician Assistant Studies Accredited 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 accredited phase. Students recommended for the accredited 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.
7. All new accredited phase students must attend the Orientation programs which are held immediately before the start of the summer and fall semesters for all new accredited phase students. At this orientation, students will receive Health Insurance Portability and Accountability Act (HIPAA) training which is required by Federal Law to be completed.
8. The RSHS faculty maintains the right not to admit a student into the accredited 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", "Student Conduct and Disciplinary Action", and "Certification, Licensure and Registration".

Pre-professional students who have earned a cumulative 3.0 QPA 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 accredited phase on academic probation. Should they ever again fail to meet the 3.0 semester QPA, they will be academically dismissed from the RSHS.

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 3.0 semester QPA. 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 accredited phase.

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.

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 3.0. Academic warning is not posted on students’ transcripts.

Academic Probation

Any student in the pre-professional phase who fails to achieve the required 3.0 semester QPA will be placed on academic probation.

Freshmen and transfer students who are placed on academic probation for any semester and then subsequently fail to achieve, in any future semester, the required 3.0 QPA will be academically dismissed from the RSHS. Academic probation is not posted on students’ transcripts.

Any student in the pre-professional phase who fails to achieve the required “C” or better in a mandatory course, and is granted permission to repeat that course, will be placed on academic probation. He/she will be academically dismissed from the RSHS Department of Physician Assistant Studies if he/she:

- a. Fails to receive a “C” or better in a second mandatory course, OR
- b. Fails to achieve a minimum semester QPA of 3.0 in any future semester.

ACADEMIC DISMISSAL

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 3.0 minimum required QPA for their program during their first semester.
2. They are a sophomore or junior on probation in the pre-professional phase and fail to achieve the required 3.0 QPA during any subsequent semester.
3. They fail to achieve the required 3.0 cumulative QPA upon completion of the pre-professional phase.

ACCREDITED PHASE ACADEMIC POLICIES

ORIENTATION

The Department of Physician Assistant Studies sponsors a mandatory orientation program at the beginning of classes the first summer semester of the accredited phase.

CLASS ATTENDANCE

RSHS Policy

Attendance in didactic, laboratory and clinical education courses is an essential part of the accredited 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 an accredited 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. Physician assistant studies students in the accredited phase may be required to be available for on-call duties, including evenings and weekends.

CLINICAL EDUCATION

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

ACADEMIC PROBATION

Any student in the accredited phase who fails to achieve the required 3.0 semester QPA will be placed on academic probation.

Any student in the accredited phase who fails to achieve the required "C" or better in a mandatory course, and is granted permission to repeat that course, will be placed on academic probation. He/she will be academically dismissed from the RSHS Department of Physician Assistant Studies if he/she:

- a. Fails to receive a "C" or better in a second mandatory course, OR
- b. Fails to achieve a minimum semester QPA of 3.0 in any future semester.

ACADEMIC DISMISSAL

RSHS policy dictates that a physician assistant studies student is subject to dismissal from the RSHS for the following reasons:

1. They 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 accredited phase of their program on probation. They then fail to achieve the minimum required 3.0 QPA during a subsequent semester.
2. They entered the accredited phase on probation after successful remediation of a pre-professional mandatory course in which they had failed to obtain a "C" or better on the first attempt. They then fail

to achieve the minimum required 3.0 QPA during any subsequent semester or fail to receive a “C” or better in a second mandatory course.

GRADUATION REQUIREMENTS

Entry-Level Master's Degree Program

Graduation at the Bachelor's Degree Level

A physician assistant studies student in the five-year entry-level master's degree program who has completed all requirements with the minimum 3.0 cumulative Duquesne University QPA 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 their master's degree.

Graduation at the Master's Degree Level

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 accredited QPA will receive a Master of Physician Assistant Studies.

DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY

Entry-Level Master's Degree Program

The RSHS offers a five-year entry-level master's degree program in speech-language pathology (M.S.). The academic model for speech-language pathology is three years of liberal arts and science requirements followed by two years of professional graduate-level education. Students 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. This model provides RSHS faculty the opportunity to maximally utilize the excellent core curriculum and science offerings at Duquesne as the basis for creative, professional curricula. Students are awarded a Bachelor of Science in Health Sciences at the end of the fourth year and a Master of Science at the end of the fifth year. Students who transfer into the program having already earned a bachelor's degree will not be awarded a B.S. in Health Sciences, but will work directly toward the master's degree.

Academic Majors and Minors

The School of Education's Special Education program offers a specific minor for pre-professional speech-language pathology students. When offered by other departments, pre-professional students may work toward minors.

ACADEMIC LOAD

Professional Phase

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.

PRE-PROFESSIONAL PHASE ACADEMIC POLICIES

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.

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 3.0 cumulative QPA for the required pre-professional course work.
2. Documentation of current CPR training for healthcare providers (a copy, front and back of card). 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.
3. Documentation of 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 – FBI

4. Criminal Record Background Checks. Acts 33/151 and 34 require a report of criminal history record information from the Pennsylvania State Police.
5. 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. 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.
6. All new professional phase students must attend the Orientation program which is held immediately before the start of the fall semester for all new professional phase students.
7. Departmental approval. The RSHS faculty maintains the right not to admit a student into the professional/accredited 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", "Student Conduct and Disciplinary Action", and "Certification, Licensure and Registration". Pre-professional students who have earned a cumulative 3.0 QPA 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 they ever again fail to meet the 3.0 semester QPA, whether as an undergraduate or graduate student, they will be academically dismissed from the RSHS.

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 3.0.

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.

Freshmen Academic Warning

Freshmen will be placed on academic warning upon completion of the first semester if their semester QPA falls below the required 3.0. Academic warning is not posted on students' transcripts.

Academic Probation

Any student in the pre-professional phase who fails to achieve the required 3.0 semester QPA will be placed on academic probation.

Freshmen and transfer students who are placed on academic probation for any semester and then subsequently fail to achieve, in any future semester, the required 3.0 semester QPA will be academically dismissed from the RSHS.

ACADEMIC DISMISSAL

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 3.0 minimum required QPA for their program during their first semester.
2. They are a sophomore or junior on probation in the pre-professional phase and fail to achieve the required 3.0 QPA during any subsequent semester, whether as part of undergraduate or graduate studies.
3. They fail to achieve the required 3.0 cumulative QPA upon completion of the pre-professional phase.

PROFESSIONAL PHASE ACADEMIC POLICIES

CLASS ATTENDANCE AND SCHEDULING

RSHS Policy

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.

CLINICAL EDUCATION

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.

REPEATING 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 earn a not-passing grade for a clinic course) will be academically dismissed from the program.

ACADEMIC DISMISSAL

RSHS policy dictates that a speech-language pathology student is subject to dismissal from the RSHS for the following reason:

They 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 fail to achieve the minimum required 3.0 QPA during a subsequent semester, whether as part of undergraduate or graduate studies.

GRADUATION REQUIREMENTS

Entry-Level Master's Degree Programs

Graduation at the Bachelor's Degree Level

A speech-language pathology student in the five-year entry-level master's degree program who has completed all requirements with the minimum 3.0 cumulative Duquesne University QPA 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

A student who has completed all requirements in the speech-language pathology program with a minimum 3.0 cumulative graduate QPA will receive a Master of Science degree.

VI. GRADUATION REQUIREMENTS

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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

Bachelor of Science Degree Programs

Each program sets forth specific curriculum requirements for graduation, in addition to the general requirements, for which the student is responsible. Please refer to Departmental sections of this handbook, pages 53-77, for specific information.

1. 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.
2. 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.

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 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 STUDENTS SEEKING A MASTER'S DEGREE MUST OBTAIN A MINIMUM 3.0 CUMULATIVE PROFESSIONAL/ACCREDITED QPA TO GRADUATE.

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.

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. 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). Athletic training students may sit for their examination at the testing time which immediately precedes graduation. 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 online 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 Prometric 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 the 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 online 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). Speech-language pathology students may sit for their examination at the testing time

which immediately precedes graduation. 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 and Pearson Education.

Contact the Department of Speech-Language Pathology for more information about and registration for all examinations.

VII. STUDENT LIFE AND STUDENT AND ALUMNI SERVICES

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STUDENT LIFE AND STUDENT AND ALUMNI SERVICES

ORIENTATION

Prior to the start of fall classes, 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 Orientation program for all students entering the professional/accredited phase of their respective programs, 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 seven 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 or at ori@duq.edu.

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.

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 Office of Risk Management 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 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>.

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.

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/ACCREDITED PHASE ACADEMIC POLICIES."

Graduate Student ID Cards

When students in the entry-level master's or doctoral degree programs 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 health education 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 a Physician Assistant, and Board Certified Physicians who are affiliated with UPMC/Mercy and Children's Hospital of Pittsburgh. 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 Departmental sections of this handbook, pages 53-77, for specific

information. 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 online at www.duq.edu/learning-skills/.

Spiritan Division of Academic Programs

The Gussin Spiritan Division of Academic Programs, established in 1997, seeks to enroll and graduate students who are best served through small classes, personalized advisement, and a supportive learning community. Prior to fall enrollment, Gussin Spiritan Division students participate in a five-week residential summer semester designed to orient them to campus and the University's protocols as well as cultivate the skills, behaviors and attitudes of successful freshman college students.

For more information, contact Dr. Uhuru Hotep at (412) 396-5171, hotep@duq.edu or visit us online at <http://www.duq.edu/gussin-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. 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 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 an online SES. 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/accredited 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 at the conclusion of their Anatomy course; graduating students must vacate their lockers prior to graduation. Speech-language pathology Graduate Year I students will be assigned lockers in 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 a Dean's Student Advisory Council with representatives from each of the School's six 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/accredited 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 (DUPTA)

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 (SWPTA)

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/accredited phase students.

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

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

American Academy of Physician Assistants (AAPA)

The Department Chairperson submits an official class roster of professional/accredited 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/accredited 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.

VIII. EDUCATIONAL EXPENSES AND FINANCIAL AID

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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, 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/accredited phase (e.g., CPR, physical examination and immunizations).

Professional/Accredited 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).

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 and select: Self Service Banner >Student Information >Student Account >Access 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 online at <http://www.fafsa.ed.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 entry-level master's degree or doctoral degree 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/accredited phase.

ADDITIONAL FINANCIAL ASSISTANCE IN THE PROFESSIONAL/ACCREDITED PHASE

Students 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.

Jerome L. Martin Scholarship

This scholarship provides support to a Rangos School of Health Sciences student in the doctoral or professional level of their academic program who demonstrates academic excellence (primary criteria) and financial need (secondary criteria).

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/accredited 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 levels. Application information is available online at <http://ambucs.org/scholars> in January.

Financial aid and scholarship information may be obtained online from the American Physical Therapy Association at <http://www.apta.org/CurrentStudents/ScholarshipsAwards/>.

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/accredited 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.

IX. APPENDICES

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APPENDIX A: Duquesne University Academic Integrity Policy and Procedures

Academic Integrity Policy

I. Introduction

An essential element of Duquesne University's mission to educate the mind, the heart, and the spirit is the University's commitment to maintaining and promoting an atmosphere where knowledge and inquiry are respected and encouraged. At Duquesne, as at other American institutions of higher education, our individual and collective search for truth and understanding is founded on the core principle of academic integrity. For Duquesne students and professors alike, academic integrity is essential to our efforts to master existing knowledge, to discover or create new knowledge, and to demonstrate or transmit our knowledge or understanding through academic endeavors like test-taking, writing, and teaching.

Academic integrity at Duquesne can be summarized briefly. In its simplest terms, academic integrity is the pursuit of knowledge and understanding in an honest and forthright manner. This is because intellectual endeavors—on site or online; in the library or the laboratory; in a classroom, a Living-Learning Center, or any off-campus learning environment—can only be conducted in an atmosphere of respect for the truth, commitment to the unfettered spirit of inquiry, and acknowledgment of the different contributions and perspectives of others.

- Academic integrity means pursuing truth with true passion while maintaining the humility to recognize and accept that our own understanding may be incomplete or contingent.
- Academic integrity means acknowledging the contributions of others, specifically and completely, using the conventions for acknowledging sources that are appropriate to particular intellectual traditions or disciplines.
- Academic integrity means representing others' work accurately and distinguishing clearly our own ideas and insights, and our language, from the work (and wording) of others.
- Academic integrity means seeking or receiving credit (including grades and other measures of accomplishment) only insofar as we have earned it as a result of our own intellectual efforts; it means not taking credit for work that is not our own.
- Academic integrity means representing ideas and opinions with which we may disagree in a clear and fair manner, according the same respect to material we may criticize that we would wish for our own work.
- Academic integrity means taking examinations and completing assessments honestly, and according to directions, so that results are a true measure of our own attainments.
- Academic integrity means treating the work of others—in laboratories, collaborative projects, or any learning endeavors—with the respect we would wish for our own work.

Academic integrity means, in short, that we at Duquesne are dedicated to pursuing our academic and intellectual endeavors with honesty and honor.

The Policy and Procedures set forth here govern the administration of academic integrity throughout Duquesne University and cover the specific roles and responsibilities of individual schools and programs. All student appeals related to academic integrity are to be governed exclusively by the University (and College/School) Academic Integrity Policy and Procedures. The University Policy and Procedures will be promulgated on the Duquesne University web site, in the Student Handbook, and through other means so they may be easily accessed by all members of the Duquesne community.

All members of the Duquesne University community—including faculty, students, administration, and staff—are responsible for upholding academic integrity and maintaining a culture in which academic integrity can flourish.

Faculty responsibilities include maintaining integrity in their own work and professional lives. Faculty are also responsible for teaching students about academic integrity, particularly in accordance with the specific expectations and conventions of their disciplines, and structuring assignments and examinations in ways that will help students maintain academic integrity. If faculty believe or suspect that academic integrity may have been violated, they must also play a central role in investigating and judging violations and administering sanctions.

Student responsibilities include maintaining academic integrity in all class assignments, examinations, research and/or writing projects, and any other academic endeavors related to their courses of study.

II. Definitions and Standards: Violations of Academic Integrity

Academic integrity can be compromised in any number of ways. 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 or who destroy or contaminate 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 as well as wireless communication or computing devices, calculators, formulas, computers, 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 also 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 possession 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, the use—whether by summary, paraphrase, copying, direct quotation, or a combination of such methods—of the published or unpublished work or the specific ideas of another person or source without full, clear, and specific acknowledgment (including the use of quotation marks or other conventions to indicate the source's 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. Also, plagiarism may include the submission of a paper prepared in whole or in part by another person or persons or an agency or entity engaged in providing or selling term papers or other academic materials. Plagiarism may also include the submission, without the instructor's approval, of work submitted for credit in another course.
- **Deceit in academic matters.** Deceit may include, but is not limited to, deliberately furnishing false information or withholding relevant information to any University instructor, official, or office.
- **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). It may also include 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.

III. Academic Sanctions

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) lowered grade or failure on an assignment; lowered course grade; course failure; suspension or dismissal from a course; suspension or dismissal from the College or School or from the University; and/or revocation of a degree. If a student is accused of an academic integrity violation before the published course withdrawal deadline, he or she may not withdraw to avoid a course grade sanction. If a student is guilty of violating academic integrity, information regarding the violation and sanction will be maintained by the Director, Office of Student Conduct.

Academic Integrity Procedures

All schools of the University will have academic integrity policies and procedures that are consistent with the University Policy and Procedures. As a rule, School (College) procedures will specify standards and expectations appropriate to that School and its mission; students enrolled in courses offered by that School will be governed by its procedures. School procedures will specify mechanisms for insuring that students accused of academic integrity violations are afforded the protections of due process, including the availability of School-level appeals processes. While individual faculty members will generally have responsibility for course-level sanctions (that is, sanctions up to and including a reduced or failing course grade), schools will develop procedures for handling more serious situations involving students enrolled in their programs or taking their courses, that is, situations that could potentially lead to more severe sanctions than failure in a course (for example, repeated or particularly egregious violations that might lead to suspension or dismissal from the School or University). The College and individual schools are responsible for

- promulgating School policies and procedures to their students and faculty alike and providing ready access to their policies and procedures (e.g., on School web sites);
- educating students about School expectations regarding academic integrity and specific methods and conventions for maintaining it;
- overseeing academic integrity in their courses and programs; and
- reporting violations to the Director, Office of Student Conduct and (where applicable) to other schools and maintaining School (College) records of academic integrity violations.

In courses that are not offered by a specific School (e.g., University Core courses), the policy and procedures of the offering department or faculty member will apply. In areas of the University that do not have their own policy and procedures (e.g., the Honors College), the policy and procedures of the McAnulty College and Graduate School of Liberal Arts will apply by default.

All academic integrity violations leading to a sanction, even a minimal sanction, must be reported to appropriate officials, including the Director, Office of Student Conduct, who maintains records of violations of academic integrity.

I. Roles and Responsibilities within the College or the Schools

Course instructors are responsible for upholding academic integrity in regard to work under their supervision 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 assignment on which the violation allegedly occurred must be discussed with the instructor's department chair or program director. If the student is majoring in a different area from the one where the violation occurred, the relevant department chair or Dean should be notified. If the instructor determines that the sanction to be applied is greater than failure on the assignment, the student should be informed of the sanction in writing or

via email and should also be informed that it is his or her right to appeal the instructor's finding of a violation and/or imposition of a sanction to the School (College) Academic Integrity Appeals Committee or its equivalent. Student appeals should be initiated within a specified time period after the instructor has communicated with the student regarding a violation or sanction.

The recommendation of the School (College) Academic Integrity Appeals Committee will be communicated in writing or via email to the Dean, and, if the student is not enrolled in that School, the Dean of the student's School. The Dean or Deans may impose the sanction as recommended or impose a lesser sanction. For especially serious sanctions (e.g., suspension or dismissal from the University), the Dean(s) will forward a recommendation to the Provost/Vice President of Academic Affairs for implementation.

A School (College) Academic Integrity Committee should have oversight of matters related to academic integrity in the School (College).

II. Role and Responsibilities of University Provost/Vice President of Academic Affairs

In the most serious cases, ones which might lead to suspension or dismissal from the University, the Dean's recommendation is transmitted to the University Provost/Vice President for Academic Affairs for implementation. If the student requests a University-level review (see below), or if the Provost has any concerns about the evidence or the fairness of the School's proceedings, the Provost may refer the case to the University Academic Integrity Appeals Committee.

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

A student has the right to a University-level review of his or her case. Often this will be conducted informally, by the Provost (or his or her designee) reviewing the written record of the case. A review by the University Academic Integrity Appeals Committee may be conducted, at the discretion of the Provost, if the student presents compelling evidence that the proceedings in the School or College were inadequate. The Appeals Committee, at its discretion, may wish to go beyond an examination of the written record and hold a hearing at which the student and other witnesses might appear.

Membership of the University Academic Integrity Appeals Committee hearing an academic integrity case will consist of three faculty members chosen by lot from a pool of eleven elected faculty representing all schools in the University plus the Gumberg Library and two students chosen by lot from a pool of ten elected students representing all schools in the University. 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 representatives will participate in cases dealing with undergraduate students and graduate representatives in cases dealing with graduate students.

IV. Role and Responsibilities of the University Academic Integrity Committee

Oversight of matters related to academic integrity is vested in the University Academic Integrity Committee, which is advisory to the Provost/Vice President of Academic Affairs. The committee will include representatives from the schools and College, Gumberg Library, the Graduate and Professional Students Association, and the Student Government Association. Among its responsibilities are monitoring University and School (College) policies and procedures pertaining to academic integrity and advising the Provost on academic integrity issues. In concert with the staff of the Center for Teaching Excellence and/or Gumberg Library, the committee will identify and share resources and best practices for maintaining academic integrity.

Originally approved by Academic Council on May 2, 2005; revised and reviewed by Academic Council on March 6, 2006. This revision was approved by Academic Council on **March 26, 2012**.

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.

APPENDIX E: RSHS Administration, Faculty & Staff

Office of the Dean -- Room 302, Health Sciences Building.....(412) 396-6652
Dean's Office FAX(412) 396-5554

Gregory H. Frazer, Ph.D.
Dean and Professor(412) 396-5303
email..... frazer@duq.edu
Linda D. Beatty
Coordinator of Clinical Contracts(412) 396-5338
email..... beatty@duq.edu
Deborah L. Durica, B.S.P.S.
Director of Student and Alumni Services(412) 396-5551
email..... durica@duq.edu
F. Susan Finnegan
Academic Advisor.....(412) 396-5285
email..... finnegan@duq.edu
Christopher Hilf, M.A.
Student Recruiter/Academic Advisor(412) 396-5653
email..... hilf@duq.edu
Nicole L. Kocon, B.S.P.S.
Director of Budget and Management(412) 396-6225
email..... phillipsn@duq.edu
Shawn A. Martin, J.D.
Assistant Director of Student and Alumni Services(412) 396-5534
email..... martins1558@duq.edu
Pamela Poletti, B.S.P.S.
Assistant to the Dean(412) 396-5303
email..... polettip@duq.edu
Judith A. Tappe
Administrative Assistant(412) 396-5637
email..... tappej@duq.edu

Athletic Training -- Room 122, Health Sciences Building(412) 396-4766
Department FAX (412) 396-4160

Paula Sammarone Turocy, Ed.D., ATC, LAT
Co-Chairperson and Associate Professor(412) 396-5695
email..... turocyp@duq.edu
Jason S. Scibek, Ph.D., ATC, LAT
Co-Chairperson and Associate Professor(412) 396-5960
email..... scibekj@duq.edu
Melissa Ebig, M.S., ATC, LAT
Clinical Instructor and Coordinator of Sports Medicine Services(412) 396-5491
email..... ebig@duq.edu
Keith M. Gorse, Ed.D., ATC, LAT
Assistant Professor and Clinical Coordinator(412)396-5959
email..... gorse@duq.edu
Peggy A. Houglum, Ph.D., PT, ATC, LAT
Associate Professor(412) 396-5693
email..... houglum@duq.edu

Athletic Training -- Room 122, Health Sciences Building(412) 396-4766
Department FAX (412) 396-4160

Susan C. Venditti, B.S.P.S.
Administrative Secretary(412) 396-4766
email..... venditti@duq.edu

Health Management Systems -- Room 436, Fisher Hall(412) 396-4772
Department FAX (412) 396-4467

Gregory H. Frazer, Ph.D.
Chairperson, Dean and Professor.....(412) 396-5303
email..... frazer@duq.edu
Shirley A. Cousino, RN, M.B.A.
Instructor and Clinical Coordinator(412) 396-4773
email..... cousinos@duq.edu
Joan M. Kiel, Ph.D., C.H.P.S.
Associate Professor(412) 396-4419
email..... kiel@duq.edu

Occupational Therapy -- Room 234, Health Sciences Building.....(412) 396-5945
Department FAX..... (412) 396-4343

Jaime Phillip Muñoz, Ph.D., OTR/L, FAOTA
Chairperson and Associate Professor.....(412) 396-5950
email.....munoz@duq.edu
Jeryl D. Benson, Ed.D., OTR/L, BCP
Assistant Professor(412) 396-1611
email benson@duq.edu
Patricia A. Crist, Ph.D., OTR/L, FAOTA
Professor(412) 396-5944
email..... crist@duq.edu
Elizabeth D. Deluliis, OTD
Assistant Professor(412) 396-5411
email deiuliise@duq.edu
Anne Marie Witchger Hansen, Ed.D., OTR/L
Assistant Professor(412) 396-5451
email..... hansen@duq.edu
Tracey Joyce
Administrative Secretary(412)396-5945
email joycet@duq.edu
Kimberly A. Szucs, Ph.D., OTR/L
Assistant Professor(412)396-4215
email szucsk@duq.edu

Physical Therapy -- Room 139, Health Sciences Building(412) 396-5541
Department FAX (412) 396-4399

David L. Somers, Ph.D., PT
Chairperson and Associate Professor.....(412) 396-4776
email somers@duq.edu

Physical Therapy -- Room 139, Health Sciences Building(412) 396-5541
Department FAX (412) 396-4399

Diane Borello-France, Ph.D., PT
Associate Professor(412) 396-1833
email.....borellofrance@duq.edu

Anne M. Burrows, Ph.D., DPT
Associate Professor(412) 396-5543
email.....burrows@duq.edu

Christopher R. Carcia, Ph.D., PT, SCS
Associate Professor(412) 396-5545
email.....carcia@duq.edu

F. Richard Clemente, Ph.D., PT
Associate Professor(412) 396-5548
email.....clemente@duq.edu

Leesa M. DiBartola, Ed.D., DPT, CHES
Assistant Professor and Director of Clinical Education(412)396-5542
email.....dibartotal@duq.edu

Emily Durham, B.S.
Laboratory Technician II(412) 396-4669
email.....durhame@duq.edu

Mary Eberle
Administrative Secretary(412) 396-5541
email.....eberle@duq.edu

Kenneth J. Havrilla, PT, DPT, M.S.
Assistant Professor and Assistant Director of Clinical Education(412) 396-4667
email havrillk@duq.edu

Catherine A. Hramika, B.A.
Assistant to the Department Chairperson(412) 396-5547
email.....hramika@duq.edu

Matthew C. Kostek, Ph.D., HFS
Assistant Professor(412) 396-5546
email.....kostekm@duq.edu

Gregory F. Marchetti, Ph.D., PT
Associate Professor(412)396-5544
email.....marchetti@duq.edu

Mary T. Marchetti, M.S., PT, GCS
Instructor(412) 396-5549
email.....marchettim@duq.edu

RobRoy L. Martin, Ph.D., PT
Associate Professor(412) 396-1811
email.....martinr280@duq.edu

Martha F. Somers, DPT, M.S.
Assistant Professor(412) 396-5957
email somersm@duq.edu

Physician Assistant Studies -- Room 400, Health Sciences Building(412) 396-5914
Department FAX (412) 396-4118

Bridget C. Calhoun, Dr.P.H., PA-C
Chairperson and Associate Professor.....(412) 396-5917
email.....calhoun@duq.edu

Physician Assistant Studies -- Room 400, Health Sciences Building(412) 396-5914
Department FAX (412) 396-4118

Theresa A. Clair
Administrative Assistant(412) 396-1135
emailclairta@duq.edu

Kristin D'Acunto, MPA, PA-C
Instructor and Clinical Coordinator(412) 396-5918
emaildacuntok@duq.edu

Michael J. Essig, M.D.
Medical Director and Assistant Professor(412) 396-1602
emailmjessig@hotmail.com

Mark E. Freeman, M.Ed., MBA, PA-C
Assistant Professor(412) 396-5916
emailfreemanm1376@duq.edu

April Y. Garman, MPA, PA-C
Instructor(412) 396-1977
emailgarmana@duq.edu

Allison A. Morgan, MPA, PA-C
Instructor(412) 396-5919
emailmorganaa@duq.edu

Brenda Swanson-Bearman, DNP, MPH, RN
Assistant Professor(412) 396-2381
emailswansonbearmab@duq.edu

Cheri L. Tedrick
Administrative Secretary(412) 396-5914
emailtedrick@duq.edu

Rehabilitation Science (Ph.D. Graduate Program).....(412) 396-5545
Department FAX..... (412) 396-4399

Christopher R. Carcia, Ph.D., PT, SCS.....(412) 396-5545
Program Director and Associate Professor of Physical Therapy
emailcarcia@duq.edu

Speech-Language Pathology -- Room 403, Fisher Hall(412) 396-4285
Department FAX(412) 396-4196
Department email speech-lang@duq.edu

Mikael D.Z. Kimelman, Ph.D., CCC-SLP
Chairperson and Associate Professor.....(412) 396-4269
emailkimelman@duq.edu

Annette A. Baft-Neff, M.S., CCC-SLP
Clinical Instructor(412) 396-4045
emailbaftneffa@duq.edu

Jacqueline Bailey, B.S.
Office Assistant II(412) 396-4813
emailbaileyj1335@duq.edu

Catherine S. Brumbaugh, M.A., CCC-SLP
Clinical Instructor(412) 396-4046
emailbrumbaugh@duq.edu

Speech-Language Pathology -- Room 403, Fisher Hall(412) 396-4285
Department FAX(412) 396-4196
Department email speech-lang@duq.edu

Yang Chen, Ph.D.
Associate Professor(412) 396-4206
email..... chen@duq.edu

Lori J. Marra, M.A., CCC-SLP
Clinical Instructor(412)396-1584
email..... marral@duq.edu

Gary J. Rentschler, Ph.D., CCC-SLP
Assistant Professor and Clinic Director(412) 396-4204
email rentschler@duq.edu

Karen D. Rich
Client Services Representative(412) 396-1167
email..... rich@duq.edu

Heather Rusiewicz, Ph.D., CCC-SLP
Assistant Professor(412) 396-4205
email..... rusiewih@duq.edu

Sandra Russell
Assistant to Department Chairperson(412) 396-4225
email..... russell@duq.edu

Susan E. Snyder, Au.D., CCC-A
Clinical Instructor(412) 396-4203
email..... snyders340@duq.edu

Caterina F. Staltari, M.A., CCC-SLP
Clinical Instructor(412)396-4047
email..... staltari@duq.edu

Sarah E. Wallace, Ph.D., CCC-SLP
Assistant Professor(412)396-4219
email..... wallaces@duq.edu

Diane L. Williams, Ph.D., CCC-SLP
Associate Professor(412) 396-4217
email..... williamsd2139@duq.edu

Speech-Language-Hearing Clinic -- Room 406, Fisher Hall.....(412) 396-4200
Clinic email slhclinic@duq.edu

APPENDIX F: Abbreviated University Directory

| | |
|--|---|
| ADMISSIONS: First Floor, Administration Building | (412) 396-6220 |
| ATHLETIC TRAINING CLINICS: | A.J. Palumbo Center Clinic (412) 396-6602 |
| 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 |
| DEPARTMENT OF ATHLETICS: Room 250, A.J. Palumbo Center..... | (412) 396-6565 |
| 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 |
| Union Office | (412) 396-6638 |
| FINANCIAL AID: Ground Floor, Administration Building..... | (412) 396-6607 |
| FRESHMAN DEVELOPMENT & SPECIAL STUDENT SERVICES: Room 309, Duquesne Union | (412) 396-6657 |
| HEALTH SERVICE: Second Floor, Duquesne Union | (412) 396-1650 |
| JUDICIAL AFFAIRS: Room 309, Duquesne Union..... | (412) 396-6642 |

LIBRARY: University Librarian (412) 396-6130

MAILING SERVICES:

 Administration Building (412) 396-6018

 Duquesne Union..... (412) 396-5220

 Rockwell Hall..... (412) 396-6192

 Towers..... (412) 396-6601

PARKING & TRAFFIC MANAGEMENT: Locust Street Garage (412) 396-5813

REGISTRAR: Ground Floor, Administration Building (412) 396-6212

RESIDENCE LIFE: Ground Floor, Assumption Hall (412) 396-5028

STUDENT EMPLOYMENT PROGRAM: 1st floor, Koren Building (412) 396-6053

STUDENT GOVERNMENT ASSOCIATION: First Floor, Duquesne Union..... (412) 396-6617

UNIVERSITY COUNSELING CENTER: Room 308, Administration Building..... (412) 396-6204

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