



John G. Rangos, Sr.
School of Health Sciences



ACADEMIC STUDENT HANDBOOK

2022-2023

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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 2022. 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. Once enrolled, students should regularly consult with their Student Success Coach and Faculty Mentor for specific information regarding academic policies pertaining to their respective program. The official and most recent version of the RSHS Academic Student Handbook will always be available on the [RSHS website](#).

Revised: 8/2022.

GENERAL INFORMATION

UNIVERSITY MISSION AND POLICIES

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.

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, gender identity, citizenship, sexual orientation, ethnicity, 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. Students indicate consent by approving or denying requests submitted through the Parent Portal.

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 [Office Risk Management](#).

Student Health Accident/Incident Report

All health-related accidents or incidents occurring in the clinical setting or in campus classrooms/labs involving a student, regardless of severity, are to be reported to the site supervisor or instructor immediately. The Department Chair must also be immediately notified. The instructor/supervisor/student must complete the [Student Health Accident/Incident Report Form](#) within 24 hours of the event. Once the form is submitted, a copy is sent back to the instructor/supervisor/student. The instructor/supervisor/student is responsible for forwarding returned form to the Department Chair.

ABOUT THE RANGOS SCHOOL OF HEALTH SCIENCES (RSHS)

Mission

The Rangos School of Health Sciences faculty will educate ethical healthcare professionals and engineers to engage and serve diverse local and global communities to advance person-centered healthcare. 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

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 theological 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.

Administration, Faculty and Staff

[Office of the Dean Administration and Staff](#)

[Athletic Training Faculty and Staff](#)

[Engineering Faculty and Staff](#)

[Health Administration and Public Health Faculty](#)

[Health Sciences Faculty and Staff](#)

[Occupational Therapy Faculty and Staff](#)

[Physical Therapy Faculty and Staff](#)

[Physician Assistant Studies Faculty and Staff](#)

[Rehabilitation Science Faculty](#)

[Speech-Language Pathology Faculty and Staff](#)

ACCREDITATION

Duquesne University—and by extension all of its programs—are accredited by the Middle States Commission on Higher Education. In addition, many RSHS programs have earned specialized accreditation through their disciplines.

Athletic Training

The Athletic Training 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's most recent comprehensive review by CAATE occurred during the 2016-2017 academic year when it was found to be in full compliance with all CAATE standards and was awarded the maximum 10 years of continuing accreditation.

Biomedical Engineering

The Biomedical Engineering Bachelor of Science program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), the global accreditor of college and university programs in applied and natural science, computing, engineering and engineering technology. ABET accreditation assures that programs meet standards to produce graduates ready to enter critical technical fields that are leading the way in innovation and emerging technologies while anticipating the welfare and safety needs of the public. The Duquesne University Biomedical Engineering program received ABET accreditation in September 2021.

Health Administration

The Commission on Accreditation of Healthcare Management Education (CAHME) is a discipline-specific professional accrediting agency that sets standards for graduate health administration degrees. The CAHME offers voluntary accreditation to public health, medical, and business schools that offer graduate programs for preparing healthcare administrators. Duquesne University MHA program obtained CAHME candidacy status in spring 2021, which means that Duquesne University MHA program was favorably reviewed by the CAHME Board for meeting the key criteria established for excellent healthcare management education. Duquesne University MHA program is expecting to obtain final CAHME accreditation by the end of 2022.

The Association of University Programs in Health Administration (AUPHA) is a global network of colleges, universities, faculty, individuals and organizations dedicated to the improvement of health and healthcare delivery through excellence in healthcare management and policy education. AUPHA Certified Undergraduate program members are recognized for having withstood the rigors of peer review in which curricula, faculty, and educational outcomes are critically examined by peer review. Duquesne University B.S. in Health Administration program will be reviewed for AUPHA certification during the 2023-2024 cycle.

Occupational Therapy

Duquesne University's entry-level MSOT and OTD programs are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). ACOTE accredited the OTD program for the maximum initial accreditation period of 7 years and re-accredited the MSOT program for the maximum re-accreditation period for 10 years on August 7, 2016. The occupational therapy programs have consistently received accreditation for the maximum time periods. Information regarding the accreditation of the programs can be obtained through the Accreditation Council for Occupational Therapy Education, located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is 301-652-AOTA and its website address is www.acoteonline.org.

Physical Therapy

The Doctor of Physical Therapy program at Duquesne University is accredited by the Commission on Accreditation on Physical Therapy Education (CAPTE), 111 North Fairfax Street, Alexandria, VA 22314; phone: (703) 706-3245; email: accreditation@apta.org; website: www.capteonline.org. The program was initially accredited on May 12, 1993 and re-accredited in 2008 and 2018. 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. The program is scheduled for its next comprehensive review by CAPTE in Fall 2027.

Physician Assistant Studies

In October 2021, the ARC-PA granted Accreditation- Continued status to the Duquesne University Physician Assistant Program sponsored by Duquesne University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. The full accreditation history for the program can be found on the [ARC-PA website](#).

Speech-Language Pathology

The Master of Science (M.S.) program in Speech-Language Pathology at Duquesne University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850; phone: (800)-498-2071 or (301)-296-5700. The Speech-Language pathology program received initial accreditation on August 1, 2002. An eight-year re-accreditation, the maximum time frame, was awarded on August 1, 2007, and again on August 1, 2015. The program is scheduled for its next comprehensive review by the CAA in the 2022-2023 Academic Year.

On November 1, 1999, the Pennsylvania Department of Education initially approved the Speech- Language Pathology teacher certification program at Duquesne University. Final approval was received on October 29, 2002, and approval was most recently renewed in the Spring of 2017.

STUDENTS WITH DISABILITIES

Through the Office of Disability Services, Duquesne University provides resources and assistance for students with physical, psychological, and learning disabilities. Students who require accommodations of any type must provide the Office of Disability Services with the appropriate documentation to be permitted to have any accommodations with RSHS required learning, testing or other activities. [Learn more](#) about the Office of Disability Services and accommodations for students with disabilities.

Students receiving accommodations must request changes to those accommodations directly from the Office of Disability Services; accommodation requests must be filed every semester with the Office of Disability Services. Students cannot request changes to accommodations by contacting individual faculty members.

Students who are registered with the Office of Disability Services and qualify for special accommodations in class must complete the RSHS Accommodations Agreement for each RSHS course.

Note: Academic accommodations do not extend to clinical education.

RSBS POLICIES

Performance Indicators and Technical Standards

All RSHS applicants and students are expected to have abilities in academic, school-based, community and health care settings in five categories: observation, communication, motor, intellectual, and social and mental wellness. These abilities enable the student to perform tasks required to meet graduation and professional/accredited phase 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 skills, duties, or performance indicators change at any point in the academic program, it is the student's responsibility to report this to the Department Chair.

All RSHS applicants and students will be expected to perform certain physical, mental, and emotional tasks in order to complete graduation and professional/accredited phase 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 a student success coach or faculty mentor, and the Learning Skills Center, and must notify and work with the Office of Disability Services. The

Office of Disability Services will notify the student's faculty regarding any accommodations for which the student is eligible. Neither the student nor an RSHS faculty member has the right to ignore documented accommodations.

Any applicant or 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

All RSHS applicants and students 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/client's condition and to elicit information appropriate to the particular discipline.

Communication

All RSHS applicants and students must be able to communicate effectively and professionally in educational, community, and health care settings and be able to demonstrate proficiency in both spoken and written English. The ability to establish rapport with patients/clients from different cultural, racial, ethnic, and social backgrounds is also required. Expectations for verbal and written English may be different for students enrolled in the Duquesne-China Health Institute.

Motor

All RSHS applicants and 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/client care in their respective disciplines which may include dependent transfer of an individual, physical examination techniques and medical procedures such as performing cardiopulmonary resuscitation. All RSHS applicants and students must be able to negotiate patient/client 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 or transport heavy, wheeled equipment including wheelchairs or stretchers. Physical stamina sufficient to complete the rigorous course of didactic and clinical study is required including sufficient strength, gross and fine motor coordination, balance to transfer, move and assist clients in walking and daily occupations without injury to client or self. Long periods of sitting, standing, or moving are required in a variety of learning sites.

Intellectual

All RSHS applicants and students must be able to measure, calculate, reason, analyze, and integrate information as well as be able to comprehend temporal and spatial relationships academically, socially, and clinically in a timed or untimed environment. The ability to use sound judgment, apply safety precautions and adhere to ethical standards is also required.

Social and Mental Wellness

All RSHS applicants and 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/clients and other members of health care and/or educational teams. All RSHS applicants and students must demonstrate the ability to perform in stressful environments, irregular hours or during impending deadlines, and be able to self-regulate behaviors in class, lab, and experiential learning.

Change in Health Status Policy

In the event of a change in health that causes a student to be either temporarily or permanently limited in his/her abilities to perform as defined in the Technical Standards and Performance Indicators in the classroom, laboratory, and/or clinical setting, the student is required to follow the [Change in Health Status Procedure](#). If the change in health status does not result in a change in the student's ability to perform the

Technical Standards, then no action is required. This Change in Health Status Procedure must also be followed when a student wishes to return to full participation after having been placed in a restricted or accommodated situation due to any medical condition or circumstance that temporarily limits abilities to safely perform tasks specific to the Technical Standards and Performance Indicators Failure to follow these procedures will delay the changes needed to re-integrate a student into his/her appropriate and safe level of participation and may impact the students' program completion date.

Class Attendance Policy

Attendance in didactic, laboratory and clinical education courses is an essential part of the professional/accredited phase/major 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 in evenings and on weekends.

Athletic Training Students

Due to the nature of Athletic Training clinical education, students may be required to participate in clinical education experiences on weekends and evenings.

Occupational Therapy Students

In the pre-professional and professional phases of the program, students participate in community engaged learning experiences that occur off campus and which may extend into the early evening hours. In the professional phase of the program, students will participate in clinical education experiences that may include evening and weekend schedules. In the advanced practitioner phase, students are required to complete a fourteen-week Doctoral Capstone Experience requiring on-site attendance for up to 40 hours per week. Special learning events may be added throughout the curriculum. Students are provided prior announcement and are required to attend. Flexibility in changing work schedules and appointments is expected. Attendance policy and procedures are consistently delineated in all occupational therapy syllabi.

Physical Therapy Students

During the professional phase of the program, students will participate in a minimum of 3 different Clinical Education rotations for a total of 39 weeks. Physical Therapy students are expected to be present at their clinical sites 35-40 hours per week. While working under the supervision of their Clinical Instructors, students may be assigned to complete long hours and work evening and/or weekend shifts.

Physician Assistant Studies Students

In order to maximize learning opportunities, students will rotate through a variety of clinical environments during the 4th and 5th years of the program. During the 14 months of supervised clinical experiences, Physician Assistant Studies students are expected to be present at their clinical sites 35-40 hours per week. Depending on the medical discipline, students may be assigned to complete long hours and work evening, weekend and/or overnight shifts. While completing the required general surgery rotation and women's health experience, students will likely be on call to attend surgeries as deemed appropriate by their clinical preceptors.

Speech-Language Pathology Students

First year professional phase students (4th year of the 5-year program) may be required to engage in late afternoon on-campus clinical education, typically until no later than 6:30 p.m. During the final year of the 5-year program, students participate in off-campus clinical practice during the day and on-campus classes in the evening during the fall and spring semesters Participation in weekend clinical education may be required. Coursework is typically scheduled two evenings each week, with classes usually ending by 9:00 p.m. Classes in the summer semester in the final year are offered online. With prior notification, classes and activities may shift times, or a special learning event may be added that students are required to attend. Flexibility in changing work schedules and appointments is expected.

Students Participating in Inter-Collegiate Activities

Directors of intercollegiate activities, such as athletics, 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 students are required to follow the procedures below in order to receive credit for any missed work:

1. Students must notify the faculty member of all regularly scheduled events at least one week prior to their anticipated absence.
2. Students are responsible for all work covered during their absence.
3. In the event that participation in a University approved intercollegiate activity will result in a missed examination or assignment deadline, students are expected to follow the procedure outlined above in Steps 1 and 2. Although the absence is excused, students will be expected to make up the exam or submit the assignment at a time and place so designated by the course instructor.
4. In the event of participation in intercollegiate athletics activities that conflict with required clinical education experiences, all attempts for accommodations 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 phase of his/her program.

Unauthorized Technology Use

Cellular phones should not interfere with during all educational activities on and off campus. In learning environments, distractions from cellular phones and other forms of technology will not be tolerated. Texting and any other electronic communications unrelated to the educational activities is not permitted during any academic or clinical. Use of digital or electronic devices to take notes or conduct class-related functions in the classroom are permitted; however, use of any digital or electronic devices for activities unrelated to the class function are strictly prohibited and may result in the permanent loss of the privilege to use any digital or electronic devices in class.

Dress Policy

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 or inappropriate footwear
- Clothing with obscene, profane or suggestive words, pictures or symbols
- Clothing with advertisements or alcohol, drugs or tobacco products
- Excessive jewelry, including piercings,
- Excessive makeup
- Baseball caps or other headgear

For Laboratory Sessions

Lab coats or other appropriate clothing, protective eyewear, and non-sterile gloves are required in the anatomy lab. Please refer to course syllabi, lab manuals, or department handbooks for lab-specific course details. Students in some programs will participate in laboratory classes that require clothing that allow for ease of movement and reasonable personal 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 academic activities unless otherwise directed. Each department will designate standards of dress specified by the program, clinical and project sites involved.

University Policy on 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, [Code of Student Rights, Responsibilities and Conduct](#), the [University Academic Integrity Policy](#) and the [RSHS Student Code of Conduct](#). 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, sit for professional examinations, or be placed in a clinical/fieldwork experiences. Many of the School's clinical/fieldwork partners require students provide proof or validation from the state and federal governments of an absence of a criminal record to be eligible for certification, licensure or registration examinations, as well as to work with children and confidential records. Students are encouraged to check with their respective disciplines' state and national credentialing bodies, as well as the department's Chair and/or Clinical Coordinator for more information.

University Policy on Title IX Sexual Harassment & Sexual Misconduct

Any person may make a non-confidential report of sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator below. Contact information for Title IX Deputies is also included below:

Title IX Coordinator and Director of Sexual Misconduct Prevention and Response

Alicia Simpson
412.396.2560
simpsona8@duq.edu
Office: Union #339
Address: Duquesne University
Union #339
600 Forbes Avenue
Pittsburgh, PA, 15282

Deputy Title IX and Sexual Misconduct Prevention and Response Coordinators

Sherene Brantley (Athletics) 412.396.5243 – Business Hours
Ryan Dawson (Human Resources) 412.396.5881 - Business Hours
Annie Mullarkey Sawa (Student Conduct) 412.396.6642 - Business Hours
Kate DeLuca (Nursing) 412.396.6551 - Business Hours
Anthony Kane (Center for Excellence in Diversity and Student Inclusion) 412-396-1117 – Business Hours
Andrew Logan-Graf (Disability Services) 412.396.6658 – Business Hours
Anne Maullarkey Sawa (Student Conduct) 412-396-6642 – Business Hours

Non-discrimination and Title IX

Duquesne University does not discriminate on the basis of sex in the education program or activity that it operates. Duquesne University is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in the education program or activity extends to admission procedures and University employment. Inquiries about the application of Title IX to Duquesne University may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights at the United States Department of Education Office for Civil Rights, or both.

Additional information, including relevant policy information is included on the Title IX website at duq.edu/titleix.

RSHS Student Professional Behavior Policy

RSHS students must consistently demonstrate the highest levels of professionalism in all of their actions both inside and outside the classroom and clinical education facilities. Students are expected to be successful in all parts of their education, including academic, behavioral, and clinical/internship. For an individual to become excellent at taking care of others, it is essential that he/she is able to take care of him/herself in the most mature, responsible, and appropriate manner possible. Just as there are University-wide standards and protocols established for students who require remediation for academic issues, similar processes have been established for RSHS students in the RSHS Student Code of Conduct for situations requiring remediation for behavior. Violations of the RSHS Student Code of Conduct generally are handled at the department or program level with only recommendations for a change in a student's enrollment status coming to the RSHS Academic Integrity/Professional Behavior Committee who will make a recommendation to the Dean for final action.

Appeal of Permanent Dismissal – Academic Integrity/Professional Behavior

Students with extenuating circumstances that are believed to have impacted their abilities to meet or prevented them from meeting the standards set in the RSHS Student Code of Conduct, have the right to appeal their permanent dismissal decisions (only one time) through formal written appeal, to the RSHS Academic Integrity/Professional Behavior Committee. It is this Committee's responsibility to make recommendations to the Dean to uphold or overturn a permanent dismissal decision. The ultimate determination of permanent dismissal lies with the Dean and is final.

The RSHS reserves the right to immediately and permanently dismiss any student who has been convicted of a felony or pled no contest for behaviors that would prohibit the granting of professional licensure/practice credential. Other behaviors determined to be non-remediable by the RSHS Academic Integrity/Professional Behavior Committee also could result in immediate permanent dismissal of a student.

Students who have been permanently dismissed from the RSHS for violations of any of the University and/or RSHS Academic Integrity/Professional Behavior policies listed in the RSHS Student Handbook have the right to appeal to the RSHS Academic Integrity/Professional Behavior Committee if significant extenuating circumstances beyond their control exist. The RSHS Academic Integrity/Professional Behavior Committee has no jurisdiction over University sanctions and/or the associated University adjudications and final actions, and the University actions will always supersede the School's. Students must submit their appeal in writing using the RSHS Academic Integrity/Professional Behavior Committee Appeal Form, to the RSHS Academic Integrity/Professional Behavior Committee within the specified period of time provided in the official correspondence sent from the RSHS. Students will forfeit their opportunity for appeal if that appeal is received after the specified appeal period. Students may add information regarding their appeal to the appeal form, or students may use the form as a guide in writing their appeal letter. Supporting documentation (e.g., letter from physician, mental health provider with specific dates) must be included with the student appeal. There is no opportunity at the school-level for students and/or their representative to appear before the RSHS Academic Integrity/Professional Behavior Committee. The committee will review all cases in a timely manner and make recommendation to the Dean. The Dean will notify the student with the final decision. Should students seek further appeal of a RSHS decision, they will be required to file an appeal with the University Provost.

Note: Individual departments may have additional policies regarding discipline and conduct. Please refer to departmental handbooks and professional behavior policies for further information.

Student Input, Suggestions and Complaints

The RSHS values student input, suggestions and complaints to identify potential enhancements and modifications that will improve students' academic experiences. The goal of the complaint process is to address student concerns effectively and efficiently while ensuring that student, faculty and staff rights, responsibilities, integrity and civility are upheld. The process for dealing with a concern begins at the departmental level and includes the following sequential steps according to the type of concern. Students should be advised that in cases where the concern involves illegalities or issues that require more timely interventions, these issues may be acted on more quickly or in a manner beyond the steps outlined here and will follow University protocols. Students must follow the grievance procedure outlined below.

Step 1: Declare the Concern

If the student concern involves a specific class, general academic issue or is a non-academic program complaint or concern, the student should first discuss the issue with the course instructor, if applicable. Otherwise, or if the student is not satisfied with the resolution, the student may choose to discuss the concern with his/her student success coach and/or faculty mentor or the Department Chair. The student can discuss an issue with an instructor or his/her faculty mentor without placing anything in writing; however, issues shared with the Department Chair will be documented. No official complaint will be filed until the student files an official complaint as outlined in Step 2.

Step 2: File an Official Complaint

To file an official complaint, the student must pre-arrange an appointment with the Department Chair and bring a signed and dated written explanation of their concern to the appointment with the Department Chair. The Department Chair will formally address only written complaints submitted by the student. The student can request information in discussions with the Department Chair before placing a complaint in writing, but no formal action can be expected until the student's written complaint is received.

If the Department Chair is unable to resolve the student's concern, then the written student statement of complaint along with a written statement from the Department Chair is forwarded to the Dean. Next, the student must make an appointment with the Dean to seek resolution. Prior to meeting with the Dean, the student can submit an additional statement updating his/her understanding of the current nature and disposition of the complaint.

Written Statement Guidelines:

- An individual student or a group of students with common concerns can pursue the complaint process.
- All written statements must contain the author's or authors' statements regarding the nature and requested disposition of each complaint along with signatures and date.
- All written statements will be placed in a department file with a note from the Department Chair and/or Dean regarding outcome and disposition.
- Once a student submits a written complaint to a faculty member, the Department Chair or the Dean, he/she cannot withdraw the written complaint or remove it from the department records. However, the student can submit a written statement indicating a desire to close the process regarding the original complaint. The statement must include a rationale describing reasons why the student no longer desires to pursue the complaint. No further action will be taken by the RSHS unless the concern violates department, school or University policy.

Student Email Policy

A student's Duquesne University email account is the official method of communication for Duquesne administrative matters and activities. Students are expected to check their account at least daily for time-sensitive notices such as academic or clinical education notifications (e.g., emails from an instructor), School or University notifications including billing notifications, insurance requirements or other important alerts or notices requiring a timely response. Notices sent to a student's Duquesne University email address will be considered received one day following the date the notice is posted to the student's email account.

Failure to check their email account does not excuse students or exempt them from any actions required of them by the University, school, department or an instructor. Students have the ability to forward their Duquesne University email account to one that is checked more frequently to ensure they do not miss any important information. The RSHS expects that students are checking and responding to their own Duquesne University email account. Any email correspondence received from a student's Duquesne University email account is presumed to have been sent by the student.

Parent/Legal Guardian Involvement in Student Meetings with RSHS Faculty/Staff

Students are encouraged to have open communication with RSHS faculty and staff on their own behalf. Students have the right to include their parent(s), legal guardian or other advisors in communication between the student and a faculty or staff member. In such cases, it is the student's responsibility to request a meeting in writing and inform the faculty or staff member who else will take part in the meeting. Prior to the meeting, the student must authorize the faculty or staff member to speak with the student's parent or legal guardian regarding information contained in the student's educational record. RSHS Faculty and staff members are available to answer a parent or legal guardian's questions regarding policies and procedures, but are not obligated to meet with a parent or legal guardian without the student present, or to address questions regarding the student's specific academic performance, such as grades. When follow-up communication is necessary or requested by the student, either by paper or electronically, it will be sent directly from the faculty or staff member to the student only. It is the student's option and responsibility to share written communication with others, if they so desire.

Note: A students' educational records cannot be shared or discussed with third parties without the student's consent. Students indicate consent by approving or denying requests submitted through the Parent Portal.

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 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, and the Anatomy Research and Teaching Laboratory. The human simulation laboratory on the second floor has a birthing simulator and life-size adult and infant mannequins that can replicate a variety of clinical scenarios that can be video recorded.

Fisher Hall, connected to the campus via an enclosed pedestrian bridge over Forbes Avenue, houses the Departments of Health Administration and Public Health, and Speech-Language Pathology, the Speech-Language-Hearing Clinic, and teaching and research labs for athletic training, physical therapy and speech-language pathology. The Exercise Physiology Laboratory also is housed on the fourth floor of Fisher Hall and is used for student laboratories, as well as metabolic, respiratory, exercise, and cardiac fitness testing and research.

Libermann Hall, is a combination of academic and office space. The Department of Occupational Therapy maintains a teaching laboratory in Room G-103 and assistive technology workspace in G-116. The Department of Engineering has administrative offices on the 3rd floor, and laboratories, machine shop, and prototype room on the 4th floor.

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 6:30 a.m. to 10:00 p.m.; Friday from 6:30 a.m. to 9:00 p.m.; Saturday from 6:30 a.m. to 5:00 p.m.; and Sunday from 10:00 a.m. to 8:00 p.m. Fisher Hall (skywalk entrance) is open Monday through Friday from 6:30 a.m. to 10:00 p.m. and Saturday from 6:30 a.m. to 5:00 p.m. Fisher Hall is closed via skywalk on Sunday. Fisher Hall is accessible via Forbes Avenue only with valid DU Card. Libermann Hall is open Monday through Friday from 7:00 a.m. to 6:00 p.m. and is closed on Saturday and Sunday. Even during open hours, entrance to Libermann Hall from Diamond Street entrance requires swiping a valid DU Card. A valid DU Card will also provide access to Libermann Hall through all entrances during extended hours: Monday through Thursday until 7:00 p.m.; Friday until 8:30 p.m.; and Saturday from 7:00 a.m. to 4:00 p.m.

[View the campus map](#)

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 the Health Sciences area within Fisher Hall and Libermann Hall, or within 30 feet of a doorway or intake system to the Health Sciences building, Fisher Hall and Libermann Hall. At some department and school-sponsored events lawful alcohol consumption may be permitted.

All faculty, staff, and students who utilize the RSHS facilities and equipment are expected to treat those 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 that 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.

EDUCATIONAL EXPENSES AND FINANCIAL AID

Tuition and Fees

Duquesne University publishes 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 during the Fall and Spring semesters with a flat-rate tuition charge. There also may be charges for orientation, lab breakage fees, and room and board that are additional costs.

[View the flat-rate tuition rates](#)

Students taking less than 12 credits are considered part-time and are charged on a per-credit basis. All students should be aware that a change in status from full-time to part-time could have implications for financial aid and scholarships. If a student wishes to take more than 18 credits per semester, he/she must seek approval from the Department Chair and will be charged on a per-credit basis for every credit above the 18 credits included in the flat-rate charge.

During the Summer semester, all undergraduate students are charged tuition and fees on a per-credit basis and, generally, Summer tuition and fees are not covered under University scholarship awards.

[View the per-credit undergraduate tuition rates](#)

Graduate Students

The University charges all graduate students on a per-credit basis. All RSHS graduate students must be enrolled in a minimum of 9 credits in each Fall and Spring semester to be considered full-time. The exception to this policy applies to Biomedical Engineering graduate students and Master of Health Administration students, who must be enrolled in a minimum of 6 credits to be considered full-time.

[View the graduate tuition rates](#)

Additional Educational Expenses

Pre-Professional Phase

Students in their final years within the pre-professional phase must meet the program requirements for entry into the professional/accredited phase (e.g., professional clearances, CPR, physical examination and immunizations).

Professional/Accredited Phase

Additional expenses for all programs may include the purchase of a lab coat and lab clothes; lab materials fees (e.g., splinting, adaptive equipment materials), medical instruments for laboratory work or professional practice; computer software; clinical education costs (e.g., travel and living expenses); fees for health and criminal background clearances, urine drug screenings, certification, licensure and registration. Information on required supplies will be provided to all students during their professional orientation program(s).

Athletic Training Students: Students interested in additional certifications (e.g., Performance Enhancement Specialist or Strength and Conditioning Specialist) should expect to pay additional fees for course and certification materials. Certification requirements that are not part of the program requirements necessitate additional fees; these fees are not required of all professional students.

Clinical Education and Fieldwork

Students are expected to self-pay all costs associated with clinical education (including background checks, drug screens, immunizations, housing, meals, and transportation), with the exception of malpractice insurance which is paid by the University.

Billing and Payment Process

A comprehensive invoice that confirms the 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 CASHNet. You can also view your account status, which displays real time activity, through the CASHNet system. If you have difficulties logging in, contact the CTS help desk at (412) 396-4357 or help@duq.edu. Questions regarding the eBill may be directed to Student Accounts at (412) 396-6585 or studentaccounts@duq.edu.

Aid and Scholarship Assistance

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. [Review the list of RSHS Additional Financial Aid Resources.](#)

REGISTRATION AND ENROLLMENT

Enrollment Status

Admissions and Enrollment Status

Students are accepted into a particular RSHS program (e.g., Athletic Training), class level (e.g., second year of the program), and academic term (e.g., Fall 2022).

Internal transfer, transfer and second-degree students seeking a program, class level or academic term change must 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 by special permission approval to change programs, class levels, or academic years must meet the academic and program requirements dictated by their new status. Students are only granted one opportunity to change class level; however, additional requests to drop back will be reviewed on a case-by-case basis. The student should submit those requests in writing directly to the Department Chair. Due to the limited space availability within different levels of an academic program, there is no guarantee that the students will be permitted to change levels, and any change will be based upon space availability.

Active Status

Students who wish to maintain their seat within a program must maintain continuous enrollment within the RSHS (this includes a leave of absence) for all semesters until such the time that they graduate or leave the University. Students who fail to register for a required semester forfeits their seat in their respective program.

Temporary Approved Leave of Absence

Students may be permitted to take a temporary approved leave of absence from the University for medical, personal or military reasons. Read more about a [Temporary Approved Leave of Absence](#). The maximum period of a leave of absence is one sequential year; extensions beyond one year will be evaluated at the department and school levels on a case-by-case basis. Students granted temporary leaves of absences during the Professional/Accredited Phase may be required to pass a proficiency/reinstatement examination before being permitted to return. The passing score of a proficiency/reinstatement exam is determined by the department and will be made known to the student at the time a request is granted.

Change of Major/Program

Current Students

Students who wish to transfer internally (within Duquesne) from an RSHS program to another School at Duquesne University or program within the RSHS should consult with their student success coach, as well as the student success coach within the school to which they want to transfer. Students should be aware that transferring into another program within RSHS is competitive and may not be possible due to capacity restrictions of the desired program.

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

1. Pay particular attention to the required GPA 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 a student success coach from the appropriate School or program to identify transferable and non-transferable courses and future course plans.

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.

Registration Cancellation and Complete Withdrawal from the University

University Policy

Students who wish to withdraw from the University must contact their student success coach and complete a Notice of Complete Withdrawal form, which is available in the Office of the Dean. This form is required, and appropriate 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.

RSHS Policy

Once students cancel their registration or completely withdraw from the RSHS, they forfeit their seat in their respective program, and any financial aid for which they 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.

Students who elect to withdraw from the professional/accredited phase of their respective RSHS program must inform their Department Chair who will then inform any clinical affiliation sites, if appropriate. Students must then meet with their student success coach for completion of the necessary withdrawal forms. Professional/accredited phase students who fail to inform their Department Chair of their withdrawal, or fail to complete the appropriate withdrawal forms in a timely manner, will receive a letter grade of 'F' for all letter graded courses and an 'N' for all pass/not passing courses in which they are 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.

Readmission

Students who voluntarily withdraw, or who do not enroll at the University for two consecutive academic terms that are required for their RSHS program must apply for readmission through the Office of Admissions. Students who are no longer enrolled, but graduated from Duquesne University, and are interested in another undergraduate program at Duquesne must apply as a second-degree student through the Office of Admissions.

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

Students who are interested in applying to another RSHS program following dismissal for academic reasons must contact the intended Department Chair before submitting an application for readmission. Prior to being readmitted, all outstanding financial and/or judiciary issues must be resolved.

Registration**Registration Process**

Online registration is expected of RSHS students, with the exception of professional/accredited phase students, through the DORI Self Service Banner. All registration and scheduling activities should be conducted in consultation with the student's student success coach. Students are notified via email by the Office of the Dean and their Student Success Coach of the scheduling calendar and methods by which to schedule appointments, when needed. These emails also contain information about registration dates,

program and/or cohort-specific lab restrictions, curriculum sheets, hold removal, and other scheduling details, as appropriate.

Pre-Professional Phase Students

Students in the pre-professional phase of their program will meet individually with their student success coach. These students should register for courses online or schedule an appointment with their student success coach to register and arrive prepared with preferred and alternative course selections.

Professional/Accredited Phase Students

Professional/accredited phase students will be registered by their student success coach. These students are not required to schedule individual appointments; however, appointments are available if needed.

Biomedical Engineering, Health Administration, Health Sciences, and Public Health Students

The Biomedical Engineering, Health Administration, Health Sciences, and Public Health programs do not have pre-professional and professional/accredited phases. Students in these programs should meet individually with their student success coach. These students should register for courses online or schedule an appointment with their student success coach to register and arrive prepared with preferred and alternative course selections.

Registration Periods

Current students will be contacted by their student success coach regarding upcoming registration activities. Registration for the Summer and Fall semesters normally occurs in March/April, and registration for the Spring semester normally occurs in October/November. Special student groups (e.g., athletes, Honors College students, ROTC, students receiving documented accommodations) register first, followed by seniors and graduate students, then juniors, then sophomores, then freshmen. Students are strongly encouraged to register as early as possible to ensure a better selection of classes and class times.

In order to register, 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 record.

Students who are unable to remove financial, immunization, or academic holds on their registrations are still strongly encouraged to meet with their student success coaches during registration to discuss future course options. [Learn more about course registration.](#)

Final Registration

The first week of classes (Fall and Spring semesters) represents the drop/add and final registration period. All students must be registered by the end of the Final Registration period.

Late Registration

Late registration may be permitted only in specific extenuating cases with the approval of the RSHS Dean.

Academic Load

Residency Requirement 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. Students are responsible for investigating these requirements and working with their student success coach 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 15-18 credits each 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 Chair 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. Students are responsible for proactively working with both their athletic advisor and their student success coach to ensure they meet eligibility requirements and the requirements specific to their academic program. 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 Chair to ensure that all professional requirements can be 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 student success coach 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 clinical RSHS programs are full-time day programs. The exception is the Master of Health Administration program, which is fully online. 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.

Note: While the RSHS respects the need for a flexible academic schedule, depending on the academic program, 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. 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, with the exception of the Master of Health Administration program. Evening attendance may also be required. 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.,

intercollegiate athletics, part or full-time employment). Students should contact their respective Department Chair to discuss these concerns.

Biomedical Engineering, Health Administration, Health Sciences, and Public Health

The Biomedical Engineering, Health Administration, Health Sciences and Public Health programs do not have pre-professional and professional/accredited phases. Students in these programs can expect to carry 15-18 credits each semester. Biomedical Engineering students who are also in the Pre-Medical and Health Professions Programs (PMHPP) program will have two semesters that exceed 18 credits, and will be responsible for paying the overage in tuition. Biomedical Engineering students pursuing the dual degree with Nursing will have two semesters that will exceed 18 credits, and will not be responsible for the overage in tuition. If a Biomedical/Nursing dual degree student needs to exceed 18 credits for a third semester, he/she will be responsible for paying the overage in tuition.

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).

Under FERPA, parents and legal guardians are considered to be third-parties and may only have access to a student's education record with the consent of the student. Parents and guardians can request access to a student's educational records through [Duquesne University's Parent Portal](#). Through the portal, such third-parties can submit an access request to their student. The request to access educational records is sent electronically to the student, and it is a student's right under FERPA to accept or decline the access request. The third-party will receive a reply via email with a response to the request. Access granted by the student to parents or legal guardians will remain in effect until such time that the student revokes it. Once a student separates from the University, only requests for nondisclosure of Directory Information remain in effect. [Learn more about FERPA.](#)

Note: A students' educational records cannot be shared or discussed with third parties without the student's consent. Students indicate consent by approving or denying requests submitted through the Parent Portal.

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 in DORI: Student Profile> Final Grades. The student success coach reviews grades after each semester to determine any course and/or GPA deficiencies. However, students are responsible for contacting their student success coach and/or faculty advisor to discuss any deficiencies or incorrect grades to determine necessary action. Students should carefully examine all grades for accuracy and immediately inform their course instructors of any errors.

In most courses, faculty member will post students grades in Canvas throughout the semester, but this is not a University requirement, and the decision to do so is entirely at the discretion of the faculty member. Grades posted on Canvas are not considered official; only grades posted on DORI by a faculty member are considered official. Students may view their semester grade records through the DORI Self Service Banner after the final grades have been posted by course instructors; it is beyond the scope of responsibility for the Office of the Dean, individual departments, and/or RSHS faculty to release this information to students and third-parties (e.g., parents). Additionally, student grades and academic status cannot be discussed with third parties (e.g., parents) unless the student grants access via requests submitted through the Parent Portal.

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: Student Profile > Request Enrollment Verification, or through the Office of the University Registrar. If detailed information, a reference, or an evaluation from the Dean or faculty is required, the request should be sent directly to that individual well in advance of the deadline for submission.

Requests made through the student success coach for specific GPA or credit information should be made at least one week in advance.

ACADEMIC PROGRAMS & DEGREES

ATHLETIC TRAINING

Bachelor of Science in Athletic Training

The RSHS offers a four-year Bachelor of Science in Athletic Training degree that 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 in the Spring of the freshman year and one professional course with an associated laboratory in each of the sophomore year semesters. The final cohort was enrolled into this program in the Fall 2020 semester.

[View the Bachelor of Science in Athletic Training Curriculum](#)

Bachelor of Science in Health Sciences

The RSHS offers a four-year Bachelor of Science in Health Sciences degree to students who are enrolled in the accelerated Master of Science in Athletic Training degree program. The Bachelor of Science in Health Sciences degree is awarded at the end of the fourth year for students who meet the academic requirements.

Master of Science in Athletic Training

The RSHS offers a five-year Master of Science in Athletic Training degree that follows a traditional curricular design. The academic model for this program is three years of liberal arts and science requirements followed by two years of professional education. Athletic Training students will complete foundational health sciences coursework en route to the professional phase of the program. Students may enter as freshmen and participate in the five-year program. After five years and successful completion of the professional phase, all students will earn a Master of Science in Athletic Training degree.

Provided there are seats available and applicants meet the program's admission criteria, students may also enter the program prior to the start of the two-year professional phase.

All students who are granted the Master of Science in Athletic Training degree are eligible to take the national Board of Certification exam that enables them to practice athletic training.

[View the Bachelor of Science in Health Sciences/Master of Science in Athletic Training Curriculum](#)

Dublin City University and University of the Shannon-Midland Midwest (TUS) Articulation Agreements

Duquesne University has entered into articulation agreements with the Athletic Rehabilitation Therapy Program at University of the Shannon-Midland Midwest (TUS) and Dublin City University (DCU) in Ireland. As part of these agreements, students from TUS and DCU are able to complete an intensive, semester long, clinical education experience through the Department of Athletic Training. In addition to following clinical education guidelines mandated by the Department of Athletic Training, students from TUS and DCU are required to complete the educational requirements set forth by TUS and DCU respectfully.

DUQUESNE-CHINA HEALTH INSTITUTE (DCHI)

In collaboration with university in China, Duquesne University has developed the Duquesne-China Health Institute (DCHI) that allows for the exchange of masters and doctoral students, as well as faculty. Students from China enrolled in either the Master in Occupational Therapy, Master in Physical Therapy or Master in Speech-Language Pathology programs spend one year (three academic semesters) on Duquesne's campus where they have the same rights and responsibilities as all other Duquesne students. Once admitted to the Institute, each student must maintain a minimum GPA of 3.0 every semester and have a minimum 3.0 cumulative GPA to graduate with a master's degree.

Master of Occupational Therapy

A Master of Occupational Therapy degree is available to DCHI students who have earned a minimum of a bachelor's degree in health and/or rehabilitation-related areas at Chinese universities. The Master of Occupational Therapy degree is awarded to students who complete a minimum of 30 credits in the program. The Master of Occupational Therapy degree graduates are not eligible to take the National Board Certification of Occupational Therapy Exam. This program is not designed to prepare students to pursue professional certification or licensure as health care professionals in the United States.

Master of Physical Therapy

A Master of Physical Therapy degree is available to DCHI students who have earned a minimum of a bachelor's degree in health and/or rehabilitation-related areas at Chinese universities. The Master of Physical Therapy degree is awarded to students who complete a minimum of 30 credits in the program. The Master of Physical Therapy degree is not accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). This program is not designed to prepare students to pursue professional certification or licensure as health care professionals in the United States.

Master of Speech-Language Pathology

A Master of Speech-Language Pathology degree is available to DCHI students who have earned a minimum of a bachelor's degree in health and/or rehabilitation-related areas at Chinese universities. The Master of Speech-Language Pathology degree is awarded to students who complete a minimum of 30 credits in the program. The Master of Speech-Language Pathology degree is not accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. This program is not designed to prepare students to pursue professional certification or licensure as health care professionals in the United States.

Doctor of Philosophy in Health Sciences

The Doctor of Philosophy in Health Sciences is a 72-credit program available to both domestic and international students who have earned a minimum of a bachelor's degree in health and/or rehabilitation-related areas. The program offers courses towards complete a program of advanced study with an emphasis in Physical Therapy, Speech-Language Pathology, Public Health, or Health Administration. Graduates of the Ph.D. in Health Sciences program will be prepared to provide excellent care, conduct research in the realms of rehabilitation and related health fields, work in academia, and/or assume managerial positions within health systems, hospitals, government agencies, and public and private research institutions or centers.

ENGINEERING

Bachelor of Science

The RSHS offers a four-year Bachelor of Science degree for students majoring in Biomedical Engineering that follows a traditional curricular design. There are two options: traditional Biomedical Engineering, and Biomedical Engineering with Pre-Medical and Health Professions Program (PMHPP). All Biomedical Engineering students will earn a Mathematics minor. Students who pursue the PMHPP option have the opportunity to earn a Biochemistry minor.

[View the Biomedical Engineering Curriculum](#)

[View the Biomedical Engineering- Pre-Health Curriculum](#)

Master of Science

The Master of Science degree program is a 32-credit program that has two options: a thesis option and a non-thesis option. The non-thesis options includes 3 credits of ethics, a standard core of 14 credits, and 15 credits of electives. For students pursuing the thesis options, 6 credits of research is required as part of the 15 elective credits.

[View the Master of Science Curriculum](#)

HEALTH ADMINISTRATION

Bachelor of Science in Health Administration

The RSHS offers a four-year Bachelor of Science in Health Administration degree that follows a traditional curricular design, focusing on areas such as health law, health informatics, healthcare infrastructure, ethics, etc. Health Administration (HA) professionals are the inventors, difference-makers and entrepreneurs driving the constantly evolving and fast-growing healthcare delivery system. Through combined expertise in health sciences, business management and information systems, graduates meet healthcare challenges head on. Internship is an integral part of the program that ensures marketability of program graduates.

[View the Health Administration Curriculum](#)

Master of Health Administration (Online MHA)

The Master of Health Administration (MHA) is a 42-credit degree program that includes foundation, core, and concentration courses, as well as a capstone. Concentration areas include Health Informatics and Data Analytics, Population Health, and Healthcare Compliance and Risk Management. The Master of Health Administration is a two-year, online program with a three-day residency requirement immediately prior to graduation.

Conditional Admission to the MHA Program

Conditional admission may occasionally be granted by the program to applicants who may not meet one or more of the admission requirements. The purpose of the conditional admission is to provide those students with an opportunity to demonstrate the ability to perform satisfactorily in the graduate program. Students admitted to the MHA program on a conditional basis will be allowed to enroll in up to nine credits in the program and they must achieve a minimum cumulative GPA of 3.0 in their first nine credits taken in the program. Students will be removed from conditional status after achieving the minimum cumulative GPA of 3.0 in their first nine credits taken in the program. Otherwise, they will be dismissed from the program. Students dismissed from the program may be able to apply the earned graduate credits at another university. If a candidate wishes to be considered for conditional admission, he or she will be required to submit a rationale for granting the conditional admission as part of their formal application. This will then be reviewed by the program which has the final authority in making a decision on conditional admission.

[View Master of Health Administration Curriculum](#)

Micro-credential in Health Informatics and Data Analytics (Online)

This micro-credential program is a 12-credit non-degree program. With an online micro-credential in Health Informatics and Data Analytics, students prepare to take a leading role in driving organizational strategy and implementing new processes through the effective use of data. Students can apply credits earned as part of this micro-credential program toward the MHA degree.

[View Health Information and Data Analytics Micro-Credential Curriculum](#)

Micro-credential in Healthcare Compliance and Risk Management (Online)

This micro-credential program is a 12-credit non-degree program. With an online micro-credential in Healthcare Compliance and Risk Management, aspiring leaders or those already in management positions will enhance their ability to utilize systems and processes to uncover, mitigate, and prevent risks in healthcare organizations. Students will also gain knowledge of legal and ethical issues inherent in healthcare delivery and administration. Students can apply credits earned as part of this micro-credential program toward the MHA degree.

[View Health Compliance and Risk Management Micro-Credential Curriculum](#)

HEALTH SCIENCES

Bachelor of Science in Health Sciences

The RSHS offers a four-year Bachelor of Science in Health Sciences degree that follows a traditional curricular design. The Health Science Program consists of two primary tracks, an Integrated Health Track and a Pre-Health Track. The Integrated Health Track is designed for students to complete a general health sciences curriculum while preparing to enter the workforce upon graduation. Students pursuing the Pre-Health Track are either committed to a professional degree program in RSHS or desire to pursue graduate professional degree requirements. Both tracks will afford students the flexibility to expand and customize their education to align with areas of professional interest and to meet trending healthcare demands.

[View the Health Sciences Curriculum](#)

OCCUPATIONAL THERAPY

Bachelor of Science in Health Sciences

The RSHS offers a four-year Bachelor of Science in Health Sciences degree to students who are enrolled in the entry-level Master of Science in Occupational Therapy degree and entry-level Occupational Therapy Doctorate degree programs. The Bachelor of Science in Health Sciences degree is awarded at the end of the fourth year for students who meet the academic requirements.

Master of Science in Occupational Therapy

The RSHS offers an entry-level master's degree program in occupational therapy (Master of Science in Occupational Therapy). The academic model for this program is 5 semesters of pre-professional liberal arts and science prerequisite requirements, followed by 6 semesters of professional education. Professional-level education occurs on a year-round basis including Fall, Spring, and Summer semesters.

[View the Entry-Level Master of Science in Occupational Therapy Curriculum](#)

Students in the entry-level master's program are awarded a Bachelor of Science in Health Sciences degree at the end of the fourth year and a Master of Science in Occupational Therapy degree after successfully completing of post-baccalaureate coursework and clinical fieldwork education. Students who have already earned a bachelor's degree will not be awarded a Bachelor of Science in Health Sciences degree; they will work directly toward the master's degree. All students enrolled in the Master of Science in Occupational Therapy degree program will have the opportunity to apply for the Occupational Therapy Doctorate (OTD) degree program during the Fall semester of their fourth year. Students who chose to pursue the OTD degree will not be awarded a Master of Science in Health Sciences degree; they will work directly toward the Occupational Therapy Doctorate degree.

The Occupational Therapy program also has a 6-semester post-baccalaureate program that begins in January each year. The program is designed for transfer 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. All students enrolled in the post-baccalaureate Master of Science in Occupational Therapy degree program will have the opportunity to apply for the Occupational Therapy Doctorate (OTD) degree program during the Fall semester of their fourth year. Students who chose to pursue the OTD degree will not be awarded a Master of Science in Occupational Therapy degree; they will work directly toward the Occupational Therapy Doctorate degree.

[View the Post-Baccalaureate Occupational Therapy Doctorate Curriculum](#)

Occupational Therapy Doctorate

The Entry-level Occupational Therapy Doctorate is a six-year entry-level doctoral degree program in occupational therapy (Occupational Therapy Doctorate). The academic model for this program is 5 semesters

of pre-professional liberal arts and science prerequisite requirements followed by 6 semesters of professional phase education, then 3 semesters of advanced professional education. Professional and advanced professional-level education occur on a year-round basis including Fall, Spring, and Summer semesters.

Students who are enrolled in the 5-year Master of Science in Occupational Therapy degree program are provided the opportunity to continue into the 6-year OTD degree program during the Fall semester of their fourth year. Students admitted into the entry-level doctorate degree program are awarded a Bachelor of Science in Health Sciences degree at the end of the fourth year and an Occupational Therapy Doctorate degree at the end of the program. Students who have already earned a bachelor's degree will not be awarded a Bachelor of Science in Health Sciences degree; they will work directly toward the doctorate degree. Students who chose to pursue the OTD will not be awarded a Master of Science in Occupational Therapy degree; they will work directly toward the Occupational Therapy Doctorate degree.

[View the Entry-Level Occupational Therapy Doctorate Curriculum](#)

The Occupational Therapy program also has a 9-semester post-baccalaureate program that begins in January each year. The program is designed for transfer 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 and who choose to apply for the Occupational Therapy Doctorate (OTD) degree program during the Fall semester of the first year they enter the program. Students who choose to pursue the OTD will not be awarded a Master of Science in Occupational Therapy degree; they will work directly toward the Occupational Therapy Doctorate degree.

PHYSICAL THERAPY

Bachelor of Science in Health Sciences

The RSHS offers a four-year Bachelor of Science in Health Sciences degree to students who are enrolled in the entry-level Doctor of Physical Therapy degree program. Students who meet the academic requirements will graduate after four years with a Bachelor of Science degree in Health Sciences.

Doctor of Physical Therapy

The RSHS offers a six-year entry-level doctoral degree program in physical therapy (Doctor of Physical Therapy). 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. After six years and successful completion of the professional phase, all students regardless of track will earn a Doctor of Physical Therapy degree.

[View the Entry-Level Doctor of Physical Therapy Curriculum](#)

Provided there are seats available and applicants meet the program's admissions criteria, students may also enter the program at the start of the three-year professional phase, after receiving an undergraduate degree.

[View the Post-Baccalaureate Doctor of Physical Therapy Curriculum](#)

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.

PHYSICIAN ASSISTANT STUDIES

Bachelor of Science in Health Sciences

The RSHS offers a four-year Bachelor of Science in Health Sciences degree to students who are enrolled in the entry-level Master of Physician Assistant Studies degree program. The Bachelor of Science in Health Sciences degree is awarded at the end of the fourth year for students who meet the academic requirements.

Master of Physician Assistant Studies

The RSHS offers a five-year entry-level master's degree program in physician assistant studies (Master of Physician Assistant Studies). The academic model for this program is three years of liberal arts and science requirements followed by two years of accredited education. Accredited phase 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 Bridges Common Learning Experience curriculum and science offerings at Duquesne as the basis for creative, professional curricula. Students in the entry-level program master's degree program are awarded a Bachelor of Science in Health Sciences degree at the end of the fourth year and a Master of Physician Assistant Studies degree at the end of the fifth year.

[View the Entry-Level Master of Physician Assistant Studies Curriculum](#)

PUBLIC HEALTH

Bachelor of Arts in Public Health

The RSHS offers a four-year Bachelor of Arts in Public Health degree that follows a traditional curricular design, addressing the following public health domains: health, ethics and social justice, social science, policy and politics, environment, communication, and public health tools. The B.A. is appropriate for students who have interest in the sociocultural, behavioral and legal aspects of public health and would like work focusing on health education and promotion, public health policy and administration, program administration, communication, marketing or non-profit/government agency work. The B.A. also prepares students for advanced education in law, public policy administration and social work.

[View the Public Health \(B.A.\) Curriculum](#)

Bachelor of Science in Public Health

The RSHS offers a four-year Bachelor of Science in Public Health degree that follows a traditional curricular design, addressing the following public health domains: health, ethics and social justice, social science, policy and politics, environment, communication, and public health tools. The B.S. is appropriate for students who are preparing for more science-focused aspects of public health and are preparing for more advanced education in public health, epidemiology, nursing, medicine, dentistry, nutrition and biostatistics. The B.S. in Public Health is an appropriate program to be taken in conjunction with the Pre-Med and Health Professions Program (PMHPP).

[View the Public Health \(B.S.\) Curriculum](#)

SPEECH-LANGUAGE PATHOLOGY

Bachelor of Science in Health Sciences

The RSHS offers a four-year Bachelor of Science in Health Sciences degree to students who are enrolled in the entry-level Master of Science degree program. The Bachelor of Science in Health Sciences degree is awarded at the end of the Spring semester of the fourth year for students who meet the academic requirements.

Master of Science in Speech-Language Pathology

The RSHS offers a five-year entry-level master's degree program in Speech-Language Pathology (Master of Science). The academic model for this program is three years of liberal arts, science and pre-professional education followed by two years of professional graduate-level education. Students have the option of completing a master's thesis. Professional phase education occurs on a year-round basis during the Fall, Spring, and Summer semesters. This model provides students with the opportunity to maximally utilize the Bridges Common Learning Experience curriculum and science offerings at Duquesne as the basis for the

professional phase curriculum. Students are awarded a Bachelor of Science in Health Sciences degree at the end of the Spring semester of the fourth year and a Master of Science in Speech-Language Pathology degree at the end of the Summer semester of the fifth year. Students who transfer into the program having already earned a bachelor's degree will not be awarded a Bachelor of Science in Health Sciences degree; they will work directly toward the master's degree.

[View the Entry-Level Master of Science degree in Speech-Language Pathology Curriculum](#)

PH.D. IN REHABILITATION SCIENCE

The Graduate Program in Rehabilitation Science offers a 72- credit Ph.D. 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, scholarship, and service.

[View the Doctor of Philosophy in Rehabilitation Science Curriculum](#)

JOINT DEGREES

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.

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.

Athletic Training/Doctor of Physical Therapy

The RSHS offers a joint degree opportunity between the Athletic Training and Physical Therapy programs (AT/DPT), which is open to students in both programs. Students must formally apply for this program and enrollment is limited and dependent upon enrollment in the PT program.

Athletic Training/Master of Science in Education

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.

[Learn more about the Joint Degree programs](#)

Biomedical Engineering/Bachelor of Science in Nursing

The RSHS offers a dual-degree in Biomedical Engineering and Nursing (Bachelor of Science and Bachelor of Science in Nursing). The dual-degree is a five-year program and requires summer attendance following the fourth and fifth years. This dual-degree is only open to students in the Biomedical Engineering program. Students must formally declare their decision to pursue the dual degree by April 1 of their freshmen year. Students will also earn a Mathematics minor.

Inter-School Majors, Minors and Certificates

Students interested in pursuing an inter-school minor or certificate within the McAnulty College and Graduate School of Liberal Arts, Bayer School of Natural and Environmental Sciences, Palumbo-Donahue School of Business, or School of Education should work with their RSHS student success coach to discuss minor requirements and the minor declaration process. While the student success coach 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. Students should also carefully investigate the implications of an increased course and credit load, and ensure they will be able to complete all RSHS program requirements in time for entry into the professional/accredited phase of their program.

SPECIAL CIRCUMSTANCES

Only students who (1) are currently enrolled in one of the RSHS programs, (2) have gained special permission from the Associate Dean, and/or, (3) have not or mathematically cannot successfully complete all degree requirements and/or, (4) have been academically dismissed from their program will be considered as candidates for graduation with a terminal Bachelor of Science in Health Sciences degree. The Associate Dean will consider each situation on an individual basis. Students graduating with the terminal Bachelor of Science in Health Sciences degree will be ineligible to enroll in any professional/accredited phase courses for any of the programs within the RSHS, and will be ineligible to sit for professional licensing/credentialing examinations for any of the programs within the RSHS. Students with questions should meet with their student success coach.

RSHS INTERNATIONAL STUDY PROGRAMS

The Rangos School of Health Sciences values international education and provides a variety of study abroad experiences that support the intellectual growth and personal development of our students. The opportunities vary year-to-year. More information can be found on our website.

ACADEMIC POLICIES

RSHS AND UNIVERSITY GENERAL POLICIES

RSHS English Language Proficiency Policy

Because English is the language of instruction at Duquesne University, all accepted undergraduate and graduate students whose first language is other than English are required to sit for English language placement tests as part of their arrival program. In some programs, students may be permitted to take full-time or partial courses in their academic major or need to study additional English before academic courses, based on the results of the placement exam. This policy does not apply to students accepted into the Duquesne-China Health Institute. Duquesne-China Health Institute students are expected to meet the competency requirements as stated in the Memorandum of Understanding.

[Read the complete RSHS English Language Proficiency Policy.](#)

RSHS Class Recording Policy

Use of any recording device is prohibited in any didactic or clinical course/experience without prior written permission of the course instructor/supervisor and subjects being recorded. When permitted to record, the student must understand (1) that only a single recording is to be made, (2) that it is not to be duplicated, excerpted, transferred, placed on the internet, or shared with others via any means including social media,

(3) all HIPAA laws will be followed, and (4) that the recording is to be erased at the end of the semester or before, as requested by any of the interested parties mentioned above. Failure to abide by this policy will be considered to be a violation of the University Code of Conduct and the RSHS Student Code of Conduct.

Online Education Recording Policy

In accordance with the RSHS Class Recording Policy: online didactic and/or clinical course/experiences are not to be recorded without written permission by the course instructor/supervisor and subjects being recorded. For courses being offered partially or wholly online, instructors may provide students with access to recorded lectures and other recorded course materials. Students are prohibited from duplicating, excerpting, transferring, placing on the internet or in any social media outlet, or sharing with others any recorded content provided by instructors, without written permission. Any and all downloaded, saved, or retained copies must be erased at the end of the semester. Failure to abide by this policy will be considered a violation of RSHS and Department Professional Behavior Policies.

RSHS Social Media Policy

Online communication through social media and networking has become a form of daily communication. The RSHS is committed to upholding professional and ethical behavior expectations with this and all forms of communication. Students are responsible and accountable for what they post or discuss via social media. These guidelines are intended to protect the privacy and confidentiality of patients/clients, fellow students, faculty and staff, clinical educators, and Duquesne University affiliated facilities.

In order to provide guidance, students are encouraged to

- comply with all HIPAA laws and Pennsylvania laws related to privacy and information sharing. Violations may result in legal action against the student, automatic failure of a class or clinical rotation, and possibly dismissal from the program.
- speak with your instructor if you have concerns about a course, its content or their approach to the content. If your concerns are unresolved, alert your department chair.
- demonstrate respect in the content of postings, messages, chats, etc.

Students are encouraged to avoid

- putting any full or partial recording of your classes on social media sites.
- disclosing any information about your clinical experience.
- posting anything that includes references or pictures related to: patients/clients, models, or cadavers; their conditions, treatment, characteristics; clinical sites or clinical instructors (no criticism about a site or instructor); associated personnel at a clinical rotation (including other students); or any information about what is happening during a clinical experience.
- asking your supervisor, patient or client to “friend” you while on a clinical rotation; this puts all parties in a potentially awkward and inappropriate situation.
- maintaining social media relationships with faculty or staff outside of course or clinical requirements.

Social media examples include but are not limited to:

- Email
- Social networking sites (e.g., Facebook)
- Video and Photo sharing sites (e.g., Snapchat, YouTube, Snapfish, Flickr, Instagram, TikTok)
- Micro blogging sites (e.g., Twitter, Tumblr, FriendFeed)

- Messaging or chatting via any social networking medium
- Blogs, online forums, or discussion boards
- Any other website or online software applications that allow individual users to post or publish content via the internet.

Note: Compliance with the RSHS Social Media Policy is expected at all times. The RSHS has zero tolerance for any violation of this policy. Any violation is considered unprofessional and will result in disciplinary action, up to and including dismissal from the individual academic program. These guidelines are not stagnant and may change as social networking tools evolve. The RSHS reserves the right to alter or amend the terms and conditions of this policy at any time.

ACADEMIC INTEGRITY AND STUDENT CONDUCT

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, are further explained in the [Code of Student Rights](#), the [University Academic Integrity Policy](#), and the [RSHS Student Code of Conduct](#).

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. Class assignments which include group and/or collaborative projects means treating the work of others-in laboratories, group projects or other learning endeavors-with respect and as your own work. All work submitted by the group is subject to University and School academic integrity policies as a whole and individual contributions will not be considered separately.

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. All violations of Academic Integrity are reported to the RSHS Dean and the University (Associate Vice-President for Academic Affairs) and become part of a student's University record. 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 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.
- 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, fabricating information or patient data, providing fraudulent materials, and deliberately furnishing false information to or withholding relevant information from 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).
- 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.

Note: 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.

Academic Integrity/Professional Behavior Committee

Each school in the University has its own Academic Integrity/Professional Behavior Committee established to be advisory to the Dean of the School and charged with the following responsibilities:

1. Discussion and recommendations on current academic integrity policy and any departure by students from academic integrity policy.

2. Enforcement of the policies of academic integrity including recommendations regarding academic status or dismissal.

The Academic Integrity/Professional Behavior Committee meets as needed to review the cases brought before it.

Students should be aware that, as part of any review process, the Office of the Dean will provide the Academic Integrity/Professional Behavior Committee members with a summary of the student's grades and semester GPA to date, and also may provide relevant records from the School, department, or individual faculty members.

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 the RSHS community 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.

Student Responsibilities:

- 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, course instructor) 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

Chemical Substance Screening Policy

The RSHS strives to promote a safe, healthy, and productive learning and working environment for students, faculty, patients/clients, and institutional staff, free from the influences of drugs and alcohol, on its property and in its programs. Any student who has a positive result on an alcohol or drug test that cannot be explained by legally prescribed medications, will be subject to disciplinary sanction as detailed below and addressed via the University Code of Conduct.

Drug Testing

Pre-Clinical

Students in the RSHS may be required to take a drug test if mandated by departmental policy during their education. Students should refer to their department-specific guidelines regarding urine drug test requirements.

Clinical

Clinical sites may require additional drug and/or alcohol testing, with or without prior notification, based on facility policies and/or reasonable suspicion. Failure to meet the requirements or comply with the policies of the clinical site will result in immediate failure of that clinical education experience, even if it hasn't commenced yet, and will delay continued progress in the academic program.

For Cause

A department may require a student to submit to drug and/or alcohol testing "for cause," based upon a reasonable suspicion of the unauthorized use or abuse of alcohol or drugs. Reasonable suspicion may be based upon, but is not limited to, the following:

- direct observation of unauthorized use or possession of drugs
- a pattern of abnormal or erratic behavior consistent with illicit use or abuse of alcohol or drugs
- observation of physical signs indicative of illicit use or abuse of drugs or alcohol
- visibly impaired and/or intoxicated
- arrest or conviction for a drug or alcohol-related offense

Any student who refuses to consent to a "for cause" alcohol and/or drug test or fails to provide an adequate specimen may be subject to disciplinary action, as set forth herein, up to and including dismissal from the Rangos School of Health Sciences. All costs associated with drug and alcohol testing are the responsibility of the student unless specifically stated otherwise by the party requesting the drug and alcohol testing.

Test Results

In the event that a student is notified directly by the testing vendor of a positive result on an alcohol and/or drug test, the student must immediately notify his/her department's Clinical Coordinator, who will notify the Department Chair and Dean of the School of Health Sciences. Any student with a positive alcohol or drug test has the right to appeal the results with the vendor and/or authorized laboratory completing the test. Students must notify their department's Clinical Coordinator, in writing and within 72 hours of notification of a positive test result, and if and when an appeal will be initiated. Students will be notified by the department whether they can be placed in a clinical facility during the appeal process. If the positive test results cause a delay in beginning a clinical placement, the department will determine if and when a make-up opportunity will be granted. Drug testing results indicating the specimen was "diluted" will be invalid. The student will need to pay for and submit to another drug test.

Students should be aware that Cannabidiol (CBD) products are not consistently regulated and some products may contain amounts of Tetrahydrocannabinol (THC) that will trigger a positive response on a drug screening. Neither the department, school nor clinical site will accept a student with a positive drug screen for THC. RSHS and departments also will not overturn a positive drug screen result based on claims of using products containing CBD.

Disciplinary Action

A positive alcohol and/or drug test that cannot be explained by the legitimate use of prescribed medication, or falsification or omission of this information, may result in any of the following:

- inability to be placed for clinical education
- delay in clinical placement(s)
- dismissal from clinical education
- inability to obtain professional licensure/certification (it is the student's responsibility to seek this information directly from the licensing and/or certifying body)
- inability to matriculate or continue within the RSHS program
- inability to meet requirements for graduation from the program of study
- requirements to complete a behavior modification plan, such as drug and alcohol counseling or rehabilitation and repeated drug and/or alcohol testing and monitoring

Moreover, in addition to those disciplinary actions set forth above, students who engages in criminal behavior related to alcohol or other substances will also be subject to immediate exclusion from clinical training and may be subject to dismissal from their academic program. Students should be aware that criminal behavior related to alcohol or other substances may negatively impact eligibility for licensure and/or certification.

Positive Results Due to Authorized/Prescribed Substance Abuse

Students who test positive for a drug or controlled substance that has been prescribed by a health care provider must provide documentation that it was prescribed and obtained legally and legitimately. In this case, students must also ask the testing laboratory to issue a report indicating whether the original results were within the anticipated range for the prescribed medication dose. The laboratory may need to retest the original specimen. Students are responsible for any costs associated with this further reporting and/or testing. Authorized/prescribed substance use resulting in student behavior(s) detrimental to learning and/or the welfare of clients, as identified by academic or clinical instructors, will require a delay in or leave from clinical and/or academic education.

Support and Resources

If a student is aware that he/she is impaired by alcohol and/or substance abuse, he/she has the responsibility to seek assistance for diagnosis and treatment. On campus assistance can be obtained through DU CARES, University Counseling and Wellbeing Office, and/or the Office of Health Services.

DU CARES
Coordinator Contact Information
gittinsd@duq.edu
412.396.5834

Psychology Clinic
227 Rockwell Hall
dupsychclinic@duq.edu
412.396.4150

Health Services
2nd Floor, Student Union
duhealth@duq.edu
412.396.1650

University Counseling & Wellbeing Office
636 Fisher Hall
counselingservices@duq.edu
412.396.6204

GRADING SYSTEM AND COMPUTATION OF GPA

Grading System

Student performance in each course will be evaluated following the University grading system. Once the grading policy has been established for the course, it will remain in effect for the entire semester and cannot be change.

Grade	Description
A	Superior
A-	Excellent
B+	Very Good
B	Good
B-	Above Average
C+	Satisfactory
C	Average. In RSHS programs, earning C grades may have negative Student Standing implications.
D	Failure according to policy for most RSHS programs (Must be retaken if student retains seat in program. Policy does not apply to students who voluntarily relinquish their seat in their RSHS program or who are dismissed from their RSHS program).
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 (An instructor, at his/her discretion, may assign an incomplete 'I' grade at the conclusion of a term. Work must be completed and final grades submitted no later than the deadlines specified in the Academic Calendar. Incomplete grades that remain past the deadline will be converted to final and permanent grades of 'F'.)
IP	In Progress (For courses such as practicums, internships, and dissertation study, faculty members have the option to assign an 'IP' grade. The 'IP' grade does not convert to an 'F' if not changed after one year but must be changed to a final and passing grade for graduation clearance.)
N	Not Passing (Used to indicate Failure in a Pass/Not Pass graded course and is independent of the Quality Point System.)
NG	Not Graded (Used to indicate that no grade is issued for a course or lab.)
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.)

Students who choose to take an extra elective course and would like to do so on a pass/not pass basis must discuss this with their student success coach. The decision to elect the pass/not-pass option must be made no later than the end of the add/drop period.

Courses taken pass/not pass 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/not pass credits for consideration.

Note: Although University policy considers 'D' an acceptable passing grade, the RSHS requires a 'C' or better in all course work. University Core courses are not exempt from this requirement. All 'D' and 'F' grades must be repeated and, in some cases, may result in Academic Standing implications. The exception to this policy applies to Biomedical Engineering students, who must earn a 'C' or better in all math, science and engineering courses, but may earn a 'D' grade in University Core courses.

Computation of Quality/Grade Point Average (GPA)

GPA is the ratio expressed to the thousandth of the sum of A, B, C, D and F grades 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

Example Calculation of Semester GPA:

Course Code	Course Title	Number of Credits	Grade Earned	Quality Points
BIOL 111/111L	Biology I/Lab	4	B	12
CHEM 121	General Chemistry I	4	B-	10.8
CHEM 121L	General Chemistry I Lab	1	A	4
UCOR 101	Thinking & Writing Across the Curriculum	3	A-	11.1
UCOR 103	Health Research and Info Skills	1	A	4
UCOR 132	Basic Philosophical Questions	3	A	12
		Total Credits = 16		Total Quality Points = 53.9
Total Quality Points divided by total number of credits = Semester GPA			53.9/16	3.368 Semester GPA

Grades H, P, N, I, and W are independent of the Quality Point System. Courses graded F, N, I, and W do not earn credit, and if required for graduation, must be repeated and passed. Plus/minus grades are included above for calculation of transfer credits.

Duquesne University GPA versus RSHS GPA

The RSHS GPA is the semester and/or cumulative GPA based on the courses required for a student's program. Students will have a pre-professional and a professional/accredited phase RSHS GPA reflected on RSHS Evaluation Sheets, with the exception of Biomedical Engineering, Health Administration, Health Sciences, and Public Health students. The Biomedical Engineering program does not have pre-professional and professional/accredited phases and for Biomedical Engineering students, only one RSHS GPA is reflected on RSHS Evaluation Sheets. The RSHS GPA is used to determine a student's academic status within the school. Students can schedule an appointment with their student success coach to review their Evaluation Sheets at any time.

The Duquesne University GPA is the cumulative GPA for all courses taken at the University, regardless of whether they were taken within the pre-professional or professional/accredited phase. This GPA includes any cross-registered courses and any courses a student may have taken beyond the requirements for a student's particular program. This is the GPA reflected on the Duquesne University transcript and, therefore, the GPA used by the University and outside sources for reporting purposes for verification and scholarship/employment consideration. Note that a Duquesne University GPA will be represented as an undergraduate GPA and/or a graduate GPA, separately.

If a student opts to take any elective courses at Duquesne University beyond those required for his/her particular program, the elective courses will affect the calculation of the Duquesne University GPA and may possibly affect tuition and have financial aid implications. Any course beyond what is required for a student's program will not be calculated into a student's RSHS GPA.

Transfer Credits and GPA

Courses transferred in from other colleges or universities will only be included in the credit total, not the GPA calculation for academic status. The exception to this is for courses in the prerequisite category for students in the Occupational Therapy, Physical Therapy and Physician Assistant Studies programs.

ACADEMIC STANDING

Good Academic Standing and Dean's List

Good Academic Standing

To be in good academic standing, the following program-specific minimum GPAs and grades must be earned.

Program	Pre-Professional Phase	Professional/Accredited Phase
Athletic Training	<ul style="list-style-type: none"> • 2.75 semester and cumulative GPA • 'B' or better in ATHT 201 and ATHT 202 • 'C' or better in all other courses 	<ul style="list-style-type: none"> • 3.0 semester and cumulative GPA • 'C' or better in all letter-graded courses • 'P' or 'H' in all honors/pass/not pass courses
Occupational Therapy	<ul style="list-style-type: none"> • 3.0 semester and cumulative GPA • 'C' or better in all courses • 3.0 cumulative GPA in the math and science courses by the end of the pre-professional phase * 	<ul style="list-style-type: none"> • 3.0 semester and cumulative GPA • 'C' or better in all letter-graded courses • 'P' or 'H' in all honors/pass/not pass courses
Physical Therapy	<ul style="list-style-type: none"> • 3.0 cumulative GPA by end of pre-professional phase • 3.0 pre-requisite GPA by end of pre-professional phase** • 'C' or better in all courses 	<ul style="list-style-type: none"> • 3.0 semester and cumulative GPA • 'C' or better in all letter-graded courses • 'P' or 'H' in all honors/pass/not pass courses

Program	Pre-Professional Phase	Professional/Accredited Phase
Physician Assistant Studies	<ul style="list-style-type: none"> • 3.0 semester and cumulative GPA • 'C' or better in all courses • 3.0 cumulative GPA in the science prerequisite courses by end of pre-professional phase*** 	<ul style="list-style-type: none"> • 3.0 semester and cumulative GPA • 'C' or better in all letter- graded courses • 'P' or 'H' in all honors/pass/not pass courses
Speech-Language Pathology	<ul style="list-style-type: none"> • 3.0 semester and cumulative GPA • 'C' or better in all courses 	<ul style="list-style-type: none"> • 3.0 semester and cumulative GPA • 'C' or better in all letter- graded courses • 'P' or 'H' in all honors/pass/not pass courses
Program	Undergraduate	Graduate
Engineering	<ul style="list-style-type: none"> • 2.75 cumulative GPA • 2.75 GPA in major-related courses • 2.0 GPA in University Core courses • 'C' or better in major-related courses 	<ul style="list-style-type: none"> • 3.0 semester and cumulative GPA • 'C' or better in all letter- graded courses
Health Administration	<ul style="list-style-type: none"> • 2.75 cumulative GPA • 2.75 GPA in major-related courses • 'C' or better in all courses 	<ul style="list-style-type: none"> • 3.0 semester and cumulative GPA • 'C' or better in all letter- graded courses
Health Sciences	<ul style="list-style-type: none"> • 2.00 cumulative GPA • 2.00 GPA in major-related courses • 'C' or better in all courses 	Not applicable- the Health Sciences program is not offered at the graduate level
Public Health	<ul style="list-style-type: none"> • 2.75 cumulative GPA • 2.75 GPA in major-related courses • 'C' or better in all courses 	Not applicable- the Public Health program is not offered at the graduate level
DCHI Programs	<ul style="list-style-type: none"> • Not applicable 	<ul style="list-style-type: none"> • 3.0 semester and cumulative GPA • 'C' or better in all letter- graded courses

* Occupational Therapy math and science courses include: Biology I with lab, Physics for Life Sciences I with lab, Anatomy and Physiology I & II with labs, Introduction to Biostatistics, Biostatistics II, Introduction to Psychology, Anatomy and Anatomy Lab.

** Physical Therapy prerequisite courses include: Biology I & II with labs, Chemistry I & II with labs, Physics I & II with labs, Introduction to Biostatistics, Introduction to Psychology, and Anatomy & Physiology I & II with labs.

*** Physician Assistant Studies science prerequisite courses include: Biology I & II with labs, Chemistry I & II with labs, Physics I and lab, Microbiology with lab, Anatomy I & II with labs, Physiology I & II, and Histology.

Dean's List

To achieve distinction of being named to the Dean's List, students must have a record for a semester that shows completion of a full-time schedule, a GPA of at least 3.5, no grade lower than a 'C', and no 'I' or 'N' grades. The full-time schedule must include at least 12 credits exclusive of pass/no pass credits.

Note: Students involved in athletics or who are receiving University and/or outside scholarships, who need to maintain specific GPA requirements for eligibility purposes, should monitor their academic progress carefully to ensure they meet both scholarship eligibility requirements and RSHS requirements.

Academic Probation

Freshmen Academic Warning

Freshmen will be placed on academic warning upon completion of the first semester if their semester GPA falls below the required minimum for their respective program. Academic warning is not posted on students' transcripts. Students who have earned less than a 2.0 semester GPA upon completion of their first semester will have additional stipulations, which are outlined in the [University Catalog](#).

Pre-Professional Phase Academic Policy

Students in the Athletic Training, Occupational Therapy, Physical Therapy, Physician Assistant Studies, and Speech-Language Pathology programs who fail to meet the pre-professional academic standards delineated above will be placed on academic probation beginning the following semester, except for first semester freshmen. Academic probation is not posted on students' transcripts. Students may only be on Academic Probation one time during the pre-professional phase. A second violation of pre-professional academic standing will result in a student's permanent dismissal. If a student on academic probation completes the pre-professional phase with no further academic difficulties and meets the minimum academic standards to matriculate into the professional/accredited phase, the probationary status will be removed, and the student may begin the professional/accredited phase with a clean academic record. The exception to this policy occurs, for all programs except Athletic Training, when the student is placed on academic probation during the final pre-professional semester. In this case, the student begins the professional/accredited phase on academic probation and may not fall below the professional/accredited phase academic standards again at any other time during the professional/accredited phase. Falling below the professional/accredited phase standards in these cases will result in a student's permanent academic dismissal.

Part-time students obtaining a 'C' will not invoke probationary status if they maintain the required cumulative pre-professional GPA for their program.

Physical Therapy Students:

Entry Prior to Fall 2022: Students who entered the pre-professional phase of the Physical Therapy program prior to Fall 2022 will not be placed on academic probation in the pre-professional phase of the program.

Physical Therapy and Physician Assistant Studies Students: Students who are at-risk of not progressing into the professional/accredit phase of their program will receive a progress report generated by their Student Success Coach. Progress reports are sent to the student, their faculty advisor, and the Department Chair following each semester.

Professional/Accredited Phase Academic Policy

Students who fail to meet the professional/accredited phase standards delineated earlier will be placed on professional/accredited phase academic probation one time during the professional/accredited phase. A

second violation of professional/accredited academic standing will result in a student's permanent dismissal. If a student completes the professional/accredited phase with no further academic difficulties and meets the minimum academic standards to graduate, the student will earn his/her professional degree. Students who do not meet the professional degree standards, but who have a minimum of 120 credits and an overall GPA of 2.75 will graduate with a Bachelor of Science in Health Sciences degree and will be dismissed from the remainder of the professional/accredited phase of their programs. NOTE: A professional/accredited phase student who fails a required course or clinical education course during his/her education, regardless of overall and/or professional GPA, will be placed on academic probation and be required to repeat the course with a "C" grade or higher or a Pass/Honor grade for a clinical course. This situation may require the student to drop back a minimum of one year/level or adjust his/her clinical education sequence, because a student cannot progress in the professional/accredited phase without successful completion of all required coursework and clinical education experiences in curricular sequence. Permission to drop back is based on space availability in the lower class level.

Biomedical Engineering, Health Administration, Health Sciences, and Public Health

The Biomedical Engineering, Health Administration, Health Sciences, and Public Health programs do not have pre-professional and professional/accredited phases. Biomedical Engineering, Health Administration, Health Sciences, and Public Health students are held to the following standards:

- Students are placed on academic probation if their cumulative GPA drops to the university threshold for academic probation based on credits attempted (see below).
- Students will be in good standing when their overall GPA is above the threshold for academic warning and probation based on credits attempted (see below).

For students who have attempted 15-30 credits, the guidelines are:

- Academic warning: 1.75 to 2.749 GPA
- Probation: 1.50 to 1.75 GPA

For the students who have attempted 31-60 credits, the guidelines are:

- Academic Warning: 1.85 to 2.749 GPA
- Probation: 1.75 to 1.84 GPA

For the students who have attempted 61-89 credits, the guidelines are:

- Academic Warning: 2.0 to 2.749 GPA
- Probation: 1.85 to 1.99 GPA

For the students who have attempted 90-999 credits, the guidelines are:

- Academic Warning: 2.0 to 2.749 GPA

Academic Dismissal

University Policy

Students are subject to dismissal from the RSHS and the University for academic reasons if:

1. They fail three courses within any one semester, or
2. Their cumulative GPA 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 2.0 – for students who have attempted 90 credits or more.

RSHS Pre-Professional Phase Academic Policy

A pre-professional phase student is subject to dismissal from their academic program for any one or more of the following reasons:

1. The student is on academic probation and subsequently failed to achieve the minimum required GPA during any semester of the pre-professional phase. Note: Not applicable to Physical Therapy students.
2. The student was admitted into their respective program on probation and subsequently failed to achieve the minimum required GPA during any semester of the pre-professional phase.
3. The student fails to achieve the required grade of 'C' or better in a course upon the second attempt, regardless of where the course is taken.
4. The student fails to achieve the required cumulative pre-professional phase GPA requirement.
5. The student fails to meet the RSHS academic or program requirements (e.g., a student who fails to submit required documentation, or a student who fails to successfully complete the program interview and receive a recommendation from the Admissions Committee, if applicable).
6. The student cannot mathematically achieve the pre-professional or pre-requisite GPA required to progress into the professional/accredited phase of the program.
7. The student exhibits behavior detrimental to their profession, including failure to demonstrate ethical and/or professional behavior.

RSHS Professional/Accredited Phase/Advanced Graduate Academic Policy

A professional/accredited phase student is subject to dismissal from the RSHS for any one or more of the following reasons:

1. The student fails to achieve a semester GPA of 3.0 after being on professional/accredited phase academic probation or after entering into the professional/accredited phase on academic probation.
2. After being on professional/accredited phase academic probation or after entering the professional/accredited phase on academic probation, the student fails to achieve the required grade of 'C' or 'P/H' in a RSHS professional/accredited phase course, regardless of the semester GPA.
3. After being on professional/accredited phase academic probation or after entering the professional/accredited phase on academic probation, the student fails to achieve a passing grade in a course or clinical education experience upon the second attempt, regardless of the semester GPA.
4. The student fails to achieve the required cumulative professional/accredited phase GPA of 3.0.
5. The student fails to successfully repeat a not-passing clinical education experience. A second not-passing grade will result in academic dismissal from the RSHS.
6. The student fails to meet the RSHS academic or program requirements (e.g., a student who did not complete health requirements for entry into clinical education).
7. The student exhibits behavior detrimental to his/her profession, including but not limited to failure to demonstrate safe, ethical, and/or professional behavior (e.g., HIPAA violation).
8. *DCHI Programs*- The student fails to achieve the required grade of 'C' or better in any course.

Biomedical Engineering, Health Administration, Health Sciences, and Public Health

The Biomedical Engineering, Health Administration, Health Sciences, and Public Health programs do not have pre-professional and professional/accredited phases. Biomedical Engineering, Health Administration, Health Sciences, and Public Health students are subject to dismissal from the RSHS and Duquesne University in accordance with the University policy.

Post-Baccalaureate Academic Policy

Students enrolled in the Department of Engineering, the Department of Health Administration and Public Health, the Duquesne-China Health Institute, or Doctor of Philosophy in Rehabilitation Sciences degree programs must achieve a 3.0 to be awarded their degrees. Students' GPAs will be calculated based on the grades earned in courses required for the program in which they are enrolled; prior coursework completed at Duquesne will not be included. Students will be placed on academic probation following any semester in which their cumulative GPA drops below 3.0. To be placed in good standing after probation, students must raise their cumulative GPA to at least a 3.0.

Upon receiving notification of academic probation, students are encouraged to work with their student success coach and/or faculty mentors to determine the feasibility of achieving the necessary 3.0 at the end of their academic studies.

Student Options upon Notification of Academic Dismissal**Student Standing Committee**

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

1. Discussion and recommendations on current academic policy and any departure by students from academic policy or curricular requirements.
2. Enforcement of the policies of academic standing including recommendations regarding academic probation or academic dismissal.

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

Students should be aware that, as part of any review process, the Office of the Dean will provide Student Standing Committee members with a summary of the student's grades and semester GPA to date and may also provide relevant records from the School, department, and individual faculty members.

Appeal of Academic Dismissal and Reinstatement to the RSHS

Students who have been academically dismissed from the RSHS have the right to appeal when they believe and have sufficient evidence and documentation to support a claim that significant extenuating circumstances affected their abilities to successfully perform academically. Students should discuss their situation with their student success coach and/or faculty advisor before a formal appeal is submitted. The formal appeal must be sent, in writing, to the Office of the Dean, by the deadline indicated in the initial dismissal notification letter.

The appeal documentation should include the RSHS Student Standing Committee Appeal Form; 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. More information and the official appeal form are available from the [RSHS Student Standing Committee website](#).

Students who are reinstated are responsible for ensuring their registration and/or financial aid are also reinstated. Upon reinstatement, students may be required to meet additional requirements at the discretion of their Department Chair to remediate any academic deficiencies. These additional requirements may delay

students' academic progress.

Apply for Transfer 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. Students should discuss these options with their student success coach.

Readmission into RSHS

Students who voluntarily withdraw, or who do not enroll at the University for two consecutive academic terms that are required for their RSHS program must apply for readmission through the Office of Admissions. Students who are no longer enrolled, but graduated from Duquesne University, and are interested in another undergraduate program at Duquesne must apply as a second-degree student through the Office of Admissions.

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

Students who are interested in applying to another RSHS program following dismissal for academic reasons must contact the intended Department Chair before submitting an application for readmission. Prior to being readmitted, all outstanding financial and/or judiciary issues must be resolved.

Special Status

Students who previously held a seat in an RSHS program but do not have the minimum GPA or prerequisite coursework required to transfer to another School or program may request to be housed in RSHS Special Status by writing a letter of request to the Associate Dean for Academic Affairs and Research. Special Status is typically granted for two semesters to allow sufficient time to meet the GPA and/or other requirements necessary for transfer; any extension of this timeline will be determined by the Associate Dean for Academic Affairs and Research on a case-by-case basis.

Once in special status, students are enrolled in RSHS, but no longer hold a seat in their former academic programs. These students will be charged the standard University tuition and fee rates, not the RSHS rates.

Special status students should work with their RSHS student success coach, as well as a student success coach within the School to which they seek to transfer, to identify a plan of study while in special status.

RSHS COURSE SEQUENCE AND ACADEMIC PROGRESS

RSHS Course Sequence

For each of the RSHS programs, there are certain courses that 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.

Students should be aware of the following as they plan their schedules in consultation with their student success coach:

1. All pre-professional phase course work must be completed prior to entering the professional/accredited phase. This policy does not apply to Biomedical Engineering, Health Administration, Health Sciences, and Public Health students since these programs do not have a pre-professional phase. Any other exception to this policy must be documented in the student's permanent file in the Office of the Dean. Prior authorization is required by the Department Chair and/or the Dean to waive this requirement.
2. Transfer students may not necessarily be able to follow the course sequence exactly as required; they may need 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 (including clinical experiences). This policy does not apply to Biomedical Engineering, Health Administration, Health Sciences, and Public Health students since these programs do not have a pre-professional phase.

In the professional/accredited phase of each program, 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. This policy does not apply to Biomedical Engineering, Health Administration, Health Sciences, and Public Health students since these programs do not have a pre-professional phase.

Monitoring Academic Progress

All students should consult with their student success coach and faculty advisor at least once per semester and are strongly encouraged to maintain regular contact with their student success coach and faculty advisor. While the student success coaches and faculty advisors serve as resources for policies and procedures in academic areas and monitors the student's academic progress, it is ultimately students' responsibility to ensure their own awareness and successful completion of academic and program requirements.

Course Completion Options

Advanced Placement (AP) and College in High School Credits

University Policy

Students who wish to receive AP credits must request that their official scores be sent to the University. Credits will be awarded in accordance with the [list of acceptable AP courses and their Duquesne University equivalencies](#). Other than the exceptions listed below, RSHS will accept AP credit consistent with University policy.

Students who wish to receive College in High School credit must request an official transcript from the partnering University be sent to Duquesne University. Students will also need to provide the syllabus for the course(s) they wish to be reviewed for credit. Syllabi should be sent to the student's student success coach.

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, IB, or College in High School credit in the sciences.

Biomedical Engineering Students: Students who have met the University standard and want to receive credit for AP Calculus AB and AP Calculus BC are required to meet with their respective Department Chair so that the Department Chair can assess if the student is sufficiently prepared. Students in the PMHPP option may not receive AP credits for science courses (e.g., Biology, Chemistry, and Physics).

Occupational Therapy Students: Students may receive AP credits for courses according to University guidelines. AP credits are not included in the calculation of the pre-requisite science GPA.

Physical Therapy Students: Students may receive AP credits for courses according to University guidelines. However, students must take 1 science of a sequence at Duquesne University or another university or community college (for example, AP credit will not be awarded for both Bio I and Bio II). AP credits are not included in the calculation of the pre-requisite science GPA.

Physician Assistant Studies Students: Students may not receive AP credits for science courses (e.g., Biology, Chemistry and Physics), Introduction to Psychology or Introduction to Biostatistics.

International Baccalaureate (IB)

IB credits will be evaluated on an individual basis.

College Level Examination Program (CLEP)

The CLEP is a series of examinations that provide the opportunity to demonstrate knowledge acquired through life experiences. These examinations are available in various subject areas in liberal arts and sciences. Not all CLEP tests are available at Duquesne or in all Schools; students should consult their student success coach to determine their eligibility. Students must have less than 60 credits toward their degree, including transfer work, in order to be considered.

Credit by Examination/Challenge Examinations

Credit by examination/challenge examinations are 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 in which 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 will administer its own examinations.

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

Applications for credit by examination may be obtained from the Office of the University 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 those courses not required for their degree program. The decision to audit a course should be discussed with a student's student success coach prior to the student seeking approval from the instructor designated to teach the course. A faculty member has the right to deny students to audit their course. Once a course instructor agrees to allow a student to audit a course, that student must work with the faculty member and their student success coach to complete the Request to Audit Form, which is available in the Office of the Dean. No RSHS clinical education course may be audited. Only advanced graduate students enrolled in the MHA, MPT, MOT, MSLP, and Ph.D. may be permitted to audit professional RSHS coursework with course instructor approval.

Courses audited may not later be challenged, completed via CLEP or other advanced standing test, changed to a letter grade or awarded credit. Students interested in auditing a course should contact their RSHS student success coach and the course instructor to determine the availability of courses for audit. Lab courses, in general, are not available for audit. Students enrolling for an audit may participate in classroom discussions and other activities at the discretion of the course 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.

Students should be aware that auditing a course will incur charges for tuition and fees from the University.

Permission to Register for RSHS Courses

Special Status students and non-Rangos School of Health Sciences (RSHS) students who are enrolled in other schools on campus may request to enroll in a pre-professional or professional/accredited RSHS course. Students should seek approval from the instructor and the Department Chair to determine the availability of the course and background required for the course. If the instructor and Department Chair agree to allow a student to enroll in the course, the student must work with the instructor and his/her student success coach to register for the course. Students may not request permission to be enrolled in an RSHS clinical education course. Students who are granted approval for a specific pre-professional or professional/accredited science course who need a review, may be recommended or required to take additional course work prior to

enrolling in the requested course.

Cross-Registration

Full-time students may be permitted to cross-register for one course per Fall and/or Spring semester at one of the Pittsburgh Council on Higher Education institutions: Carlow University, Carnegie Mellon University, Chatham University, Community College of Allegheny County, La Roche College, Pittsburgh Theological Seminary, Point Park University, Robert Morris University, and the University of Pittsburgh.

First priority in registration is given to students of the host institution. Students are responsible for researching course possibilities, adhering to the cross-registration policies and procedures, and completing the cross-registration form. Students should note that they may be responsible to the host institution for additional science lab fees, as appropriate.

Both 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 GPA and earned credit total. Students who are cross-registered at another institution also are reminded that they will be required to meet all course requirements (eg, academic calendars, additional costs associated with housing during Duquesne breaks) of the outside institution.

Transfer Credits

Current students who want or need to take a course away from Duquesne must obtain approval through their student success coach in advance and complete a Course Transfer Approval Form, provided by their student success coach.

Students may be eligible to receive transfer credits for college courses completed prior to acceptance and/or taken away from Duquesne during the Summer. Official credit evaluations for incoming students will only be done upon acceptance. Non-accepted students may request unofficial transfer credit evaluations through the RSHS Office of the Dean.

Following are some general guidelines for the evaluation of transfer credits. More information can be found in the University Catalog.

1. Only courses in which a 'C' or better has been earned will be considered for transfer credit. The University honors +/- grades. Grades of 'C-' and lower are not accepted by the University for transfer credit.
2. Only the credits for acceptable courses are transferred; not the grades.
3. Coursework must be completed at regionally-accredited colleges or universities or comparable tertiary-level international institutions
4. Current or returning students who have earned, or will have earned, a total of 60 credits at Duquesne must seek approval of their Department Chair to take additional coursework from any two-year institution.
5. No developmental or preparatory courses are acceptable for transfer. Generally, these courses are at or below the 100-level and are intended to strengthen a student's background in preparation for college-level courses. In particular, science courses must be those that are for science majors (not preparatory or for non-science majors) and must carry labs.
6. There is a ten-year statute of limitations for science courses, including labs. Departments reserve the right to review courses on a case-by-case basis.
7. Transfer credit will not be awarded for a course the student already successfully completed at Duquesne or another institution.

8. ***Athletic Training Students:*** All science courses must be taken through a four-year accredited institution.
9. ***Biomedical Engineering Students in PMHPP Program:*** All science courses must be taken through a four-year accredited institution and may not be an online format.
10. ***Physician Assistant Studies Students:*** All science courses, Introduction to Psychology and Introduction to Biostatistics must be taken through a four-year accredited institution and may not be an online format.
11. ***Public Health Students:*** All science courses and Introduction to Biostatistics must be taken through a four-year accredited institution.

Some prerequisite courses are not transferrable and need to be completed through RSHS once the student has been accepted. Examples include: Functional Kinesiology, Essential Concepts & Techniques in Athletic Training, Foundations & Concepts of Occupational Therapy, Human Motion & Movement.

Note: Current students who want or need to take a course away from Duquesne must obtain approval through their student success coach in advance and complete the Transfer Approval Form, available in the RSHS Office of the Dean. Students should be aware that a second unsuccessful attempt to complete a required course, regardless of where it is taken, will result in academic dismissal from the RSHS. The exceptions to this policy apply to Biomedical Engineering, Health Administration, Health Sciences, and Public Health students, who can attempt to successfully complete a course an unlimited number of times.

Academic Difficulty

Students experiencing difficulty in any course is expected to take the initiative and seek assistance at the first sign of difficulty. These students should speak with their professors and/or lab instructors, make use of the Learning Skills Center, and consult with their student success coach and/or faculty advisor immediately. It is each students' responsibility to identify possible problems in course completion and to seek whatever assistance needed to successfully complete the course.

The Office of the University Registrar mails midterm at-risk grade reports to all undergraduate students earning a 'D' or 'F' at the midterm point. Reports are sent to the student's permanent address. Students are expected to follow-up by contacting their instructor(s) and student success coach 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. All course withdrawals will result in a final grade of 'W' on the transcript.

For full-time undergraduate students, there is no refund for withdrawal from a course, regardless of the time of withdrawal. Because students have 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 students' responsibility to investigate the financial implications of a course withdrawal.

Students who withdraw from any RSHS course (e.g., Anatomy I, Physiology I), even if due to circumstances beyond their control (e.g., illness, death of a family member), will be required to sit out an entire academic

year or until the course is offered again. Students who cannot successfully complete the course sequence as required by the program will be delayed entrance into the professional/accredited phase or will be dismissed. The exception to this policy applies to the Biomedical Engineering, Health Sciences, and Master of Health Administration programs. Due to the structure of the curriculum, Biomedical Engineering, Health Sciences program, and Master of Health Administration students will not be required to sit out an entire academic year.

Students who are not granted approval to withdraw, and who withdraw from a course unofficially by not attending, will receive an 'F' for the course.

Medical Withdrawal

Duquesne University students may apply for a medical withdrawal due to extreme illness, serious injury, or extended hospitalization. Because a medical withdrawal affects academic progress, students are encouraged to consider other options that might enable them to remain enrolled (such as "I" or "incomplete" grades that would enable them to complete coursework after the end of the semester). Students should consult their student success coach, and other offices as appropriate, such as the Office of Student Financial Aid, the Center for Global Engagement, and the Department of Athletics.

Medical withdrawals constitute complete withdrawals and result in final grades of "W" in all courses on the transcript for the semester in question. Except in extraordinary circumstances (e.g., clinical-setting coursework with specific physical or mobility requirements), the University does not grant partial medical withdrawals (i.e., requests to withdraw from some courses but not others). In exceptional cases, the dean may present whether extraordinary circumstances exist to support a partial medical withdrawal. The only exception to a partial medical withdrawal is if the student has already completed one or more accelerated (i.e., 8-week) courses, in which case the grades earned in all such courses remain on the student's transcript and the associated costs are included when calculating the student's account balance; the medical withdrawal results in final grades of "W" for all other courses on the transcript.

Except in extraordinary circumstances, students must submit a written request for a medical withdrawal to their student success coach no later than the last day of classes for the semester to which the withdrawal would apply. The university does not grant withdrawals for prior semesters. More information can be found in the [University's catalog](#).

Note: If a course withdrawal, medical withdrawal or withdrawal from clinical education causes a student to drop back a year or delay graduation, continuation in the program will be based on space availability, should be discussed with his/her student success coach, and requires written approval from the Department Chair. This policy does not apply to Biomedical Engineering, Health Administration, Health Sciences, and Public Health students, who should consult with their student success coach in the event of a course or medical withdrawal. Some departments may require a reinstatement exam when a student returns from a leave of absence lasting one year or more.

Withdrawal from Clinical Education

Withdrawal from a clinical education experience can only be done with the approval of the Department Chair and the Dean. Before a student decides on this course of action, he/she should discuss the situation thoroughly with the Department Chair who will indicate whether the situation warrants such a decision. Poor performance, without documentation of significant extenuating circumstances, does not justify withdrawal. 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 Chair.

Academic or clinical course withdrawal will delay the student's completion of the program and, therefore, his/her anticipated date of graduation. If granted permission to withdraw, the student must receive written documentation from the Department Chair approving the withdrawal and change in future course and clinical education plans. Subsequently, he/she can contact the student success coach to fill out the course

withdrawal form and to discuss when the course will be completed. Any student who fails to inform the Department Chair in writing, or fails to complete the appropriate course withdrawal form in a timely manner, will receive a not-passing grade for that course.

When a student interrupts his/her training for a significant period of time, the School must be assured that he/she retains the appropriate level of clinical competency for return to a clinical setting. At the department's discretion, a reinstatement examination may also be required. A Clinical Education Reinstatement Form must be completed by every student who (1) enters into the clinical education component of his/her curriculum, (2) takes a leave of absence of more than 12 months, and (3) wishes to return to the clinical education component of the curriculum. This form is available from the Office of the Dean.

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. The exception to this policy applies to Biomedical Engineering students who can earn a 'D' grade in University Core courses. Students may not repeat any course in which a 'C' or better was received in order to improve their GPA. All grades are retained on the Duquesne University transcript. However, only the grade and credits earned for the second attempt will be computed in the cumulative GPA and earned credit totals on the Duquesne University transcript (even if the second attempt results in a lower grade).

Pre-Professional Phase Courses

RSHS students must repeat any required course in which a 'D' or 'F' or 'N' grade was earned. Students may repeat a course only once. Failure to achieve the required grade of 'C' or better or 'P' in a course upon the second attempt, regardless of where the course is taken, will result in academic dismissal from the RSHS. Students who wish to repeat a course elsewhere should be aware that the University and the RSHS place restrictions on the transferability of credits from outside institutions. Students should discuss the transferability of credits with their student success coach prior to taking a course elsewhere. When a student repeats a course, the GPA and earned credit totals will be affected as follows:

1. If the course is repeated at Duquesne University, the grade and credits earned on the second attempt will be computed in the cumulative GPA 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 remain on the transcript but will not be used to calculate the GPA.
2. If the course is repeated elsewhere, the Duquesne University transcript will reflect the repeated course credits only as transfer credits. The grade earned in that course will not appear on the Duquesne University transcript and will not be computed in the cumulative GPA. The original course and grade will remain on the transcript but will not be used to calculate the GPA.

Occupational Therapy, Physical Therapy and Physician Assistant Studies students: If a course in the prerequisite math and science category is taken elsewhere, the grade earned in the course will be calculated into the cumulative prerequisite GPA, but will not appear on the Duquesne University transcript and will not be computed in the overall GPA.

Due to the sequential nature of the pre-professional curricula, if a course must be repeated, the student may need to complete Summer course work or take heavier credit loads during the regular academic year to maintain their original projected graduation date.

In order to repeat courses offered through the RSHS which are taken in the pre-professional phase (e.g., Anatomy I and Anatomy II, Physiology I and Physiology II, Foundations & Concepts in Occupational Therapy and Essential Concepts & Techniques in AT I), students must seek written approval from the Department Chair.

Note: If repeating a course causes a student to drop back a year, continuation in the program will be based on space availability, will require written approval from the Department Chair and should be discussed with the student's student success coach. This policy does not apply to Biomedical Engineering, Health Administration, Health Sciences, and Public Health students.

Professional/Accredited Phase Courses

Students who were previously on academic probation in the professional/accredited phase and who earn less than a 'C' or 'P' grade, regardless of their semester GPA, will be academically dismissed from the RSHS.

Students, who have not been on academic probation in any prior professional/accredited phase semester, who earn less than a 'C' or 'P' grade in an academic course may be permitted to repeat the course and continue in the program. Students must receive written approval from their respective Department Chair in order to repeat a professional/accredited phase course. Repeating a professional/accredited phase course will require the student to sit out an entire academic year or until the course is offered again and will delay graduation.

Students who earn a non-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 length of remediation as well as the availability of clinical placements. Students who earn a non-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 GPA of less than 3.0 or earn a non-passing grade for a clinic course) will be academically dismissed from the program.

Students are permitted to repeat a didactic or clinical education course only once. Students who fail to receive the required passing grade, after the second attempt, will be academically dismissed from the RSHS, regardless of their semester GPA. Students who successfully repeat a not-passing didactic or clinical education course must receive at least a Pass or Honors grade for all other experiences. A second not-passing grade in any didactic or clinical education course will result in academic dismissal from the RSHS.

Biomedical Engineering, Health Administration, Health Sciences, and Public Health

The Biomedical Engineering, Health Administration, Health Sciences, and Public Health programs do not have pre-professional and professional/accredited phases. Students in these programs can attempt to successfully complete a course an unlimited number of times. Biomedical Engineering students can earn a 'D' grade in Bridges Common Learning Experience courses.

Grade Correction

Students who receive an incorrect grade should immediately contact the instructor to verify the error. In the event that a change of grade is warranted, the instructor will complete the Change of Grade Form online, to be approved by the Dean of the appropriate school. After the Dean's approval is received, the online form will be automatically sent to the Office of the University Registrar to have the grade corrected on the student's record and transcript.

Final Grade Appeal

The University final grade appeal policy provides students an opportunity to contest a final grade based on the grounds that (1) an error was made in grade computation or (2) the grade assigned was capricious or arbitrary. Learn more about the [undergraduate final grade appeal policy](#) or the [graduate final grade appeal policy](#).

'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') grade in a class. 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' grade for any RSHS course. Any 'I' grade not removed by that date will become a permanent 'F' grade. Students are not permitted to enter the professional/accredited phase until all courses with 'I' grades are successfully completed and a grade is assigned. This policy does not apply to Biomedical Engineering students. Biomedical Engineering students are held to the University deadline.

The instructor will initiate the Change of Grade process once the student has completed and submitted all outstanding course work. The process must be completed by the deadline published in the [Academic Calendar](#).

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

Students should be aware that for the purposes of Student Standing Committee action, the RSHS reviews students' grades and semester GPA to date, pending removal of the 'I' grade. Once the 'I' grade has been removed, the Committee will make adjustments as necessary to accurately reflect the student's academic standing.

Temporary Approved Leave of Absence

An approved leave of absence or required leave of absence indicates that the student plans to return to the University in a subsequent semester. Any leave of absence lasting two or more consecutive semesters that does not have a return date and class level pre-approved by the Department Chair and Dean of the RSHS will require readmission through the Office of Admissions. Students are responsible for investigating the financial implications of taking a leave of absence or required leave of absence.

Students who wish to return to RSHS after a Medical Leave granted through the Office of the Dean must complete a Medical Release Approval Agreement Form, available from the Office of the Dean, and submit a copy to their Department Chair and the Office of the Dean, along with all appropriate medical documentation. Students must receive clearances from all treating health care providers to resume academic activities. Students may be required to take and pass a reinstatement examination during the professional/accredited phases of their program.

Pre-Professional Phase

Students who wish to take a leave of absence during the Fall and/or Spring semester must submit a request in writing to the Department Chair for approval. All leaves of absence must be approved by the Department Chair and Dean, and documented in the Office of the Dean. There is no guarantee that a department will be able to accommodate this programmatic change due to program capacity limits. If written approval is given, students must work with their student success coach to be officially recorded as taking a leave of absence. This official leave of absence ensures that the student's records and seat in the program will be maintained under active status. Students may be required to complete proof of maintained competence prior to returning from a leave of absence.

Students may not 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(s) must discuss this option with the Department Chair 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 time frame also must receive permission to drop back by a minimum of one year in the program, which will result in a delayed anticipated graduation date. This request must be submitted in writing to the Department Chair 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. This policy does not apply to Biomedical Engineering students.

All leaves of absence in the professional/accredited phase must be approved by the Department Chair and Dean, and documented in the Office of the Dean. If written approval is given, the student must work with his/her student success coach to be officially recorded as taking a leave of absence. This official leave of absence ensures that students' records and seat in the program will be maintained under active status. Students may be required to complete proof of maintained competence prior to returning from a leave of absence.

[Learn more about a Temporary Approved Leave of Absence at the Graduate level.](#)

Biomedical Engineering, Health Administration, Health Sciences and Public Health

Students who wish to take a leave of absence during the Fall and/or Spring semester must submit a request in writing to the Department Chair for approval. All leaves of absence must be approved by the Department Chair and Dean. If written approval is given, students must work with their student success coach to be officially recorded as taking a leave of absence. This official leave of absence will ensure that the student's records and seat in the program will be maintained under active status. Students may be required to complete proof of maintained competence prior to returning from a leave of absence.

REQUIREMENTS FOR ENTRY INTO PROFESSIONAL/ACCREDITED PHASE

The specific requirements for entry into the professional/accredited phase vary by program. Following are the requirements of each program. The exceptions are the Biomedical Engineering, Health Administration, Health Sciences, and Public Health programs who do not have a pre-professional phase.

Athletic Training (BSAT)

Final approval for entrance into the professional phase is 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 Department of Athletic Training 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 GPA for the required pre-professional course work. Athletic Training students enrolled in the Bachelor of Science in Athletic Training program must achieve a 'B' or better in both ATHT 201: Essential Concepts and Techniques in AT I and ATHT 202: Essential Concepts and Techniques in AT II and pass the associated labs.
2. Documentation of 125 hours of clinical and observation experience in athletic training for students enrolled in the Bachelor of Science in Athletic Training program. Students will complete 50 hours of this requirement in the Fall semester and 75 hours in the Spring semester during Essential Concepts and Techniques in AT I Lab and Essential Concepts and Techniques in AT II Lab, respectively. All students will be required to attend mandatory clinical skill sessions throughout the sophomore year.
3. Documentation of 100 hours of clinical observation experience in athletic training for students enrolled in the Master of Science in Athletic Training program.
4. Documentation of Act 33 and Act 34 Pennsylvania State Clearances and Act 114 – FBI Federal Criminal Record Check.
5. Completion of all pre-clinical requirements, including health requirements, certifications, background checks, and documentation of ability to meet the performance indicators and technical standards, by the beginning of the second year of the pre-professional phase. 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. Athletic Training students will receive the required CPR certification (American Heart Association Basic Life Support) in class.

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. Results of drug test that are positive, unexplained, and without a valid prescription will affect a student's standing in the academic program.

6. Successful completion of a personal interview. 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 that is held immediately before the start of the Fall semester for all new professional phase students.
8. Entrance into the professional phase is subject to 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."

Athletic Training (MSAT)

Final approval for entrance into the professional phase is 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 Department of Athletic Training 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 GPA for the required pre-professional course work.
2. Documentation of 125 hours of clinical and observation experience in athletic training for students enrolled in the Bachelor of Science in Athletic Training program. Students will complete 50 hours of this requirement in the Fall semester and 75 hours in the Spring semester during Essential Concepts and Techniques in AT I Lab and Essential Concepts and Techniques in AT II Lab, respectively. All students will be required to attend mandatory clinical skill sessions throughout the sophomore year.
3. Documentation of 100 hours of clinical observation experience in athletic training for students enrolled in the Master of Science in Athletic Training program.
4. Documentation of Act 33 and Act 34 Pennsylvania State Clearances and Act 114 – FBI Federal Criminal Record Check.

5. Completion of all pre-clinical requirements, including health requirements, certifications, background checks, and documentation of ability to meet the performance indicators and technical standards, by the beginning of the second year of the pre-professional phase. 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. Athletic Training students will receive the required CPR certification (American Heart Association Basic Life Support) in class.

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. Results of drug test that are positive, unexplained, and without a valid prescription will affect a student's standing in the academic program.

6. Successful completion of a personal interview. 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 that is held immediately before the start of the Fall semester for all new professional phase students.
8. Entrance into the professional phase is subject to 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."

Occupational Therapy

Final approval for entrance into the professional phase is 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 Department of Occupational Therapy will be delayed entrance into the professional phase or will be dismissed. The Department of Occupational Therapy requires all students entering the professional phase to maintain an account with Castle Branch, to document all required certifications, clearances, health and clinical records.

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, a minimum 3.0 cumulative GPA in the following prerequisite math and science courses: Biology I with lab, Physics for Life Sciences I with lab, Introduction to Biostatistics, Biostatistics II, Introduction to Psychology, Anatomy and Physiology I & II with labs, Anatomy and Anatomy Lab, and a minimum 3.0 cumulative GPA for all required pre-professional course work. Transferred prerequisite math and science courses will be included in the credit total and prerequisite math and science GPA calculation. For the policies regarding AP credits, refer to pg. 50.
2. Documentation of 20 hours of shadowing or paid experience with a registered/licensed occupational therapist. These 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. The presence of an OTR/L practitioner is required. Shadowing hours accrued during the senior year of high school can be used toward this requirement. 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.

3. Students must demonstrate compliance 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.
4. Completion of all pre-clinical requirements, including health requirements, certifications, and background checks. 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.

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. Results of drug test that are positive, unexplained, and without a valid prescription will affect a student's standing in the academic program.

5. All new professional phase students must attend the departmental orientation program that is held at the start of the Spring semester for all new professional phase students.
6. Entrance into the professional phase is subject to 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".

Physical Therapy

Final approval for entrance into the professional phase is 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 Department of Physical Therapy 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 GPA for the required pre-professional course work; and a 3.0 GPA in the following prerequisite courses: Biology I & II with labs, Chemistry I & II with labs, Physics I & II with labs, Introduction to Biostatistics, Introduction to Psychology, and Anatomy & Physiology I and II with labs. Note that for the DPT Class of 2023 and after, Anatomy & Physiology I & II with labs will be included in the prerequisites. 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. Pre-professional DPT/Health Sciences students must meet all academic requirements of the Health Sciences curriculum and they must achieve a grade of a 'C' or better in all required pre-professional courses. For any prerequisite courses completed at another college or university, the grade earned at the other institution will be used in the calculation of the prerequisite GPA.

2. 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 and should be equally divided amongst practice settings and have been completed under the direct supervision of a licensed physical therapist. 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 (licensed physical therapist) on official facility letterhead stationary is sufficient documentation as well. This log must be submitted to the Department of Physical Therapy. This requirement must be met by the end of the third year. Students are strongly encouraged to maintain a copy for their records.
3. Completion of all pre-clinical requirements, including health requirements, certifications, and background checks, by the end of the third year of the program. 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.

Some clinical sites require 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. Results of drug test that are positive, unexplained, and without a valid prescription will affect a student's standing in the academic program. Minimally, a student must pass a subsequent drug test in order to be considered for placement at any clinical site.

4. Documentation of current Basic Life Support certification (either American Heart Association or Red Cross).
5. Entrance into the professional phase is subject to 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".

Note: Pre-professional students who have earned a cumulative 3.0 GPA or better, but who in their final semester fall below the 3.0 semester GPA requirement for the first time in their academic career, will begin the professional phase on academic probation. Inability to meet the 3.0 semester GPA requirement in a subsequent semester will result in academic dismissal from the RSHS.

Physician Assistant Studies

Final approval for entrance into the accredited phase is predicated on satisfactory completion of all academic and program requirements. Students who do not meet the academic or program requirements set forth by the Department of Physician Assistant Studies will be delayed entrance into the accredited phase or will be dismissed.

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 GPA for the required pre-professional course work; and a 3.0 GPA in the following prerequisite courses: Biology I & II with labs, Chemistry I & II with labs, Physics I and lab, Microbiology with lab, Anatomy I & II, Physiology I & II, and Histology. For any prerequisite courses completed at another college or university, the grade earned at the other institution will be used in

the calculation of the prerequisite GPA.

2. Shadowing a physician or physician assistant 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.
3. Depending on the various clinical sites where a student will be assigned, he/she will 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.
4. Completion of all pre-clinical requirements, including health requirements, certifications, background checks, and documentation of ability to meet the performance indicators and technical standards, by Spring of the third year. In cases where immunity is not obtained 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.

Some clinical sites are demanding drug screening tests prior to students being placed in that facility for clinical rotations. 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. Results of drug test that are positive, unexplained, and without a valid prescription will affect a student's standing in the academic program.

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 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.

5. All new accredited phase students must attend the departmental orientation program that is held at the start of the summer semester.
6. Entrance into the professional phase is subject to departmental approval. 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".

Note: Pre-professional students who have earned a cumulative 3.0 GPA or better, but who in their final semester fall below the 3.0 semester GPA requirement for the first time in their academic career, will begin the accredited phase on academic probation. Inability to meet the 3.0 semester GPA requirement in a subsequent semester will result in academic dismissal from the RSHS.

Speech-Language Pathology

Final approval for entrance into the professional phase is predicated on satisfactory completion of all academic and program requirements. Students who do not meet the academic or program requirements set forth by the Speech-Language Pathology 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 pre-professional course work with a 'C' or better and a minimum 3.0 cumulative GPA for the required pre-professional course work.
2. 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 Criminal Record Background Checks. Acts 33/151 and 34 require a report of criminal history record information from the Pennsylvania State Police.
3. Completion of all pre-clinical requirements including health requirements, certifications, and background checks. In cases where immunity does not exist or test results are positive, students may be required to engage in additional testing or immunizations to reduce the health risks to themselves, their classmates, faculty, and clients. All costs incurred are the responsibility of the student.

Some clinical sites require drug screening tests prior to students being placed in that clinical site for clinical education experiences. Students assigned to one of these clinical sites will be required to take appropriate drug screening tests. All costs incurred are the responsibility of the student. Positive drug tests will affect a student's standing in the academic program.

4. All new professional phase students must attend the SLP Professional Phase Orientation held during the first week of the Fall semester.
5. Entrance into the professional phase is subject to departmental approval. The RSHS faculty maintains the right not to admit a student into the professional phase of their program if they determine that the student is not a suitable candidate to proceed, even though that student has met the academic and other 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."

Note: Pre-professional students who have earned a cumulative 3.0 GPA or better, but who in their final semester fall below the 3.0 semester GPA requirement for the first time in their academic career, will begin the professional phase on academic probation. Inability to meet the 3.0 semester GPA requirement in a subsequent semester will result in academic dismissal from the RSHS.

RSHS ORIENTATION PROGRAMS

Overview of Professional/Accredited Phase Orientation

The RSHS sponsors Orientation Programs for all new professional/accredited phase students. As part of the orientation, departments will meet separately with enrolled 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.

Athletic Training Orientation

The Department of Athletic Training sponsors a mandatory orientation in August prior to the start of the Fall semester for Athletic Training students.

Engineering

The Department of Engineering sponsors a mandatory orientation for incoming graduate students in August prior to the start of the fall semester.

Health Administration Orientation

The Department of Health Administration and Public Health provides an online orientation for students in the Master of Health Administration program upon entry.

Health Sciences Orientation

The Health Sciences program provides an annual orientation for students in the program prior to the start of the fall semester,

Occupational Therapy Orientation

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

Physical Therapy Orientation

The Department of Physical Therapy sponsors a mandatory orientation on the Friday before classes start for the Fall semester.

Physician Assistant Studies Orientation

The Department of Physician Assistant Studies sponsors a mandatory orientation program at the start of the first Summer semester of the accredited phase. Online HIPAA training is required for all students and additional HIPAA training is provided during the formal orientation program.

Speech-Language Pathology Orientation

The Department of Speech-Language Pathology sponsors a mandatory, professional phase orientation during the first week of the the Fall semester.

CLINICAL EDUCATION

Definition and Assignment of Clinical Education

Clinical Education (CE) is an essential part some 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," "internship," "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/clients and clinicians, and develop lifelong professional relationships.

Students will be scheduled at various clinical sites that have affiliation contracts with the Rangos School of Health Sciences at Duquesne University. These sites may include acute care hospitals, rehabilitation centers, various agencies, home care, pediatric or geriatric centers, nursing homes, long-term care facilities, urgent care centers, private offices and public and private schools. There are a large number of sites under contract; students may not attempt to initiate arrangements at other sites without department knowledge and collaboration. The length and number of clinical education assignments vary from program to program. Mandatory clinical education meetings are scheduled periodically for the purpose of disseminating information about and working on clinical education objectives and for the assignment of clinical sites.

Each department may seek input from students 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 site 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 all expenses incurred during Clinical Education courses (e.g., transportation and living expenses).

Additional Requirements

Students will participate in all activities required at their site, and abide by the holiday/vacation schedule established by the clinical site (which may include evenings and weekends), not the Academic Calendar of Duquesne University. When applicable, students must comply with Pennsylvania Act 33/151, 34 and 114 under the Child Protective Services Law. When applicable students are required to submit documentation of current (as defined by each site) Act 34 Criminal Background and Act 33/151 Child Abuse History Clearances from the State Police Central Repository and the Department of Public Welfare Childline and Abuse Registry, respectively, to the clinical site and department. When applicable, students must also submit Act 114 – Federal Criminal Record Background Checks from the FBI to the department and clinical site. Students may need to comply with additional departmental or site-specific requirements.

Specific departments may use contracted agencies to house background clearance reports. Students will be notified by their department regarding use of the agency service.

[Pennsylvania State Police Request for Criminal Record Check](#)
[Pennsylvania Child Abuse History Clearance](#)

Criminal background checks may require the student to receive clearances from states in which they have lived in the past. In some cases, students may need 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 uploaded to the specific department housing agency or sent to the Office of the Dean in a confidential envelope, depending on the specific department protocol.

Only 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 may require students to provide a copy of their Acts 33/151, 34 and 114 clearance approvals. Students who fail to submit the appropriate documentation to the department and clinical sites will not be permitted to participate in any practicum experience. Please note that failure to present these background clearances to the department and clinical sites 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, particularly if an infraction appears on any documentation.

Background Information Disclosure

The RSHS collects information on all enrolled professional/accredited phase students consistent with information collected on applications or examinations by professional licensing, certification and/or

registration boards, and examination or regulatory bodies for Athletic Training, Health Management Systems, Occupational Therapy, Physical Therapy, Physician Assistant Studies and Speech-Language Pathology. Professional/accredited phase students will be required to provide this information at the start of each academic year through the RSHS Annual Student Update, available through DORI Self Service Banner.

Pre-Clinical Health Requirements

All RSHS students must comply with the pre-clinical health requirements established by the Centers for Disease Control and Prevention (CDC) and Duquesne University Health Services, including COVID-19 vaccination. However, RSHS students may be asked to provide documentation indicating ongoing health status (e.g., current PPD test) and to complete additional health requirements. All students will be required to submit documentation of a negative two-step PPD exam or the IGRA blood testing prior to the start of the professional/accredited phase. COVID-19 vaccination is required by most, if not all, clinical sites. Some clinical sites require drug screening tests prior to students being placed in that facility for a clinical 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 uploaded to the specific department housing agency or sent to the Office of the Dean in a confidential envelope, depending on specific department protocol. Positive drug tests will affect a student's standing in the academic program.

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 requires that Duquesne University employ a Compliance Officer and train all personnel, including students who will have contact with patient/client health information.

The University Compliance Chair is Joan M. Kiel, PhD, CHPS, Professor in the Department of Health Administration and Public Health of the Rangos School of Health Sciences. All students will receive training on HIPAA Privacy and Security in addition to the HIPAA Omnibus Rule and HITECH. Students will be given a certificate of completion and an adherence form, which is to be submitted to their clinical practice sites. Students who have not passed the training cannot participate in clinical education.

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 provide verification that they have completed the University required education on protection of human subjects. This verification must be submitted before engaging in any data collection. Details are available from the [Duquesne University Office of Research](#).

Occupational Safety & Health Administration

Students may be required to take and pass an [Occupational Safety & Health Administration](#) examination prior to the start of Clinical Education.

Health Insurance

All students must provide evidence of health insurance. The [Office of Risk Management](#) has information available on a student insurance plan designed specifically for students at Duquesne University. Students are expected to maintain health insurance until they graduate and must submit a copy of their insurance verification card to their respective department office.

Professional Liability Insurance

Professional liability insurance is 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	
Aggregate	\$3,000,000	Aggregate	\$25,000,000
Each Occurrence	\$1,000,000	Each Occurrence	\$25,000,000

Denial of Patient/Client Treatment

Students cannot deny treatment within their scope of practice to any patient/client. Students may not decline to interact with patients/clients who may have a specific disease or other characteristic which the student perceives as a conflict. Students assigned to clinical sites where they may have contact with patients/clients who have an infectious disease must be involved in the treatment program of those patients/clients. Students must understand and follow proper procedures for working with these patients/clients as published by the Centers for Disease Control and Prevention and the clinical site where the assignment takes place. Students do not have the right to refuse to participate in the treatment of such patients/clients. For certain patient/client 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 state law.

Policy for Reporting Exposure to Bloodborne 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. Students who are exposed must notify their clinical coordinator within 24 hours following the exposure. Exposures occurring over a weekend must be reported Monday morning. Students will be asked to provide information regarding the injury, source patient/client, treatment and testing. To maintain confidentiality of the student's health information, all results of follow-up testing must be filed with Health Services and not with RSHS. Exposed students will be responsible for all costs incurred for testing, treatment and follow-up and will not be permitted to continue with their clinical experience until RSHS has received the report of the exposure and compliance with this policy has been documented. [Read the complete University Policy for Reporting Exposure to Bloodborne Pathogens.](#)

Removal from Clinical Education

Students may be removed from clinical education at any time if their performance does not meet requirements and criteria for performance or if their performance is in any way detrimental to patients, clients, the site, the profession, or the Rangos School of Health Sciences. If allowed to return to a clinical site, the temporary removal will likely delay the student's completion of the program and, therefore, his/her anticipated graduation. If a student is unable to satisfactorily interact with patients/clients 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.

Clinical Education Reinstatement

When a student interrupts his/her training for a significant period of time, the School must be assured that the student retains the appropriate level of clinical competency before authorizing his/her return to a clinical setting. A Clinical Education Reinstatement Form must be completed by every student who (1) enters into the clinical education component of his/her curriculum, (2) takes a leave of absence of more than 12 months, and (3) wishes to return to the clinical education component of the curriculum. A reinstatement examination may be required.

Note: For program-specific clinical education information and policies, please refer to the departmental handbook.

GRADUATION REQUIREMENTS

GENERAL GRADUATION REQUIREMENTS

The candidate for a University degree must have satisfactorily completed all academic requirements for the degree program, have the approval of the appropriate Dean, and clearance from the Office of the University Registrar. All candidates must submit the online degree application on or before the latest date to apply for graduation as announced in the [Academic Calendar](#); and satisfied all financial obligations to the University.

All coursework, including in the University Core Curriculum, must be complete and any transfer, advanced-standing or similar credit posted, and all other graduation requirements met by the deadline to complete degrees as published in the Academic Calendar. Failure to complete all academic requirements will result in the disapproval of the student's application. Candidates not approved for graduation must reapply at the beginning of the semester when completion is anticipated.

It is the students' 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 student success coach and faculty advisor to 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. Additional policy information is available on the [Graduation website](#).

INTER-SCHOOL MAJORS AND MINORS

Students who have completed an inter-school major or minor should work with their student success coach to complete the appropriate administrative forms at the same time as completing the degree application for the bachelor's degree. It is the student's responsibility to ensure that the academic requirements established by the School or department offering the secondary major or the minor have been met.

SPECIFIC PROGRAM REQUIREMENTS

Bachelor of Arts Degree Program

Public Health

A student who has completed all requirements with a minimum 2.75 cumulative GPA and successfully completed the fieldwork and capstone requirements will receive a Bachelor of Arts in Public Health degree.

Bachelor of Science Degree Programs

Athletic Training

A student who has completed all requirements with a minimum 3.0 cumulative professional GPA and successfully completed all clinical education requirements will receive a Bachelor of Science in Athletic Training degree.

Biomedical Engineering

A student who has completed all requirements with a minimum 2.75 cumulative GPA will receive a Bachelor of Science degree. A student who has completed all requirement for the B.S./B.S.N. dual degree with a minimum 2.75 cumulative GPA will receive a Bachelor of Science degree and a Bachelor of Science in Nursing degree.

Health Administration

A student who has completed all requirements with a minimum 2.75 cumulative GPA and successfully completed all internship requirements will receive a Bachelor of Science in Health Administration degree.

Health Sciences

A student who has completed all requirements with a minimum 2.0 cumulative GPA will receive a Bachelor of Science in Health Science degree.

Public Health

A student who has completed all requirements with a minimum 2.75 cumulative GPA and successfully completed the fieldwork and capstone requirements will receive a Bachelor of Science in Public Health degree.

Special Circumstances

Only students who (1) are currently enrolled in one of the RSHS programs, (2) have gained special permission from the Associate Dean for Academic Affairs and Research, and/or (3) have not completed or mathematically cannot successfully complete all degree requirements and/or students who have been academically dismissed from their program will be considered as candidates for graduation with a terminal Bachelor of Science in Health Sciences degree. Such consideration will be given by the Associate Dean for Academic Affairs and Research on an individual basis. Students graduating with the terminal Bachelor of Science in Health Sciences degree will be ineligible to enroll in any professional/accredited phase courses for any of the programs within the RSHS, and will be ineligible to sit for professional licensing/credentialing examinations for any of the programs within the RSHS. Students with questions should meet with their student success coach.

Entry-Level Master's and Doctoral Programs

Graduation at the Bachelor's Degree Level

A student in one of the five- or six-year entry-level master's or doctoral degree programs who has completed all requirements with the minimum 3.0 cumulative Duquesne University GPA will receive a Bachelor of Science in Health Sciences degree. A student who has already earned a bachelor's degree will not be awarded a Bachelor of Science in Health Sciences degree but will work directly toward the appropriate master's or doctoral degree.

Graduation at the Master's or Doctoral Degree Level

Athletic Training

A student who has completed all requirements with a minimum 3.0 cumulative professional phase GPA and successfully completed all clinical education requirements will receive a Master of Sciences in Athletic Training degree.

Occupational Therapy

A student who has completed all requirements with a minimum 3.0 cumulative professional phase GPA and successfully completed all clinical education requirements will receive a Master of Science in Occupational Therapy degree. A student who has completed all requirements with a minimum 3.0 cumulative professional phase GPA, successfully completed all clinical education requirements and all doctoral coursework and a doctoral capstone project will receive an Occupational Therapy Doctorate degree.

Physical Therapy

A student who has completed all requirements with a minimum 3.0 cumulative professional phase GPA and successfully completed all clinical education requirements will receive a Doctor of Physical Therapy degree.

Physician Assistant Studies

A student who has completed all requirements with a minimum 3.0 cumulative accredited phase GPA and successfully completed all clinical education requirements will receive a Master of Physician Assistant Studies degree.

Rehabilitation Science

A student who has completed all requirements with a minimum 3.0 cumulative GPA will receive a Master of Science degree or a Doctor of Philosophy degree, as appropriate.

Speech-Language Pathology

A student who has completed all requirements with a minimum 3.0 cumulative professional phase GPA and successfully completed all clinical education requirements will receive a Master of Science degree.

Second-Degree Master's and Doctoral Programs**Biomedical Engineering**

A student who has completed all degree requirements with a minimum 3.0 cumulative GPA will receive a Master of Science degree.

Duquesne-China Health Institute

A student who has completed all requirements with a minimum 3.0 cumulative GPA will receive a Master of Physical Therapy degree, a Master of Occupational Therapy degree, a Master of Speech-Language Pathology degree, or a Doctor of Philosophy in Health Sciences.

Health Administration

A student who has completed all degree requirements with a minimum 3.0 cumulative GPA will receive a Master of Health Administration degree.

Occupational Therapy

A student who has completed all requirements with a minimum 3.0 cumulative professional phase GPA and successfully completed all clinical education requirements will receive a Master of Science in Occupational Therapy degree. A student who has completed all requirements with a minimum 3.0 cumulative professional phase GPA and successfully completed all clinical education requirements, all doctoral coursework and a doctoral capstone project will receive an Occupational Therapy Doctorate degree.

Physical Therapy

A student who has completed all requirements with a minimum 3.0 cumulative professional phase GPA and successfully completed all clinical education requirements will receive a Doctor of Physical Therapy degree.

Physician Assistant Studies

A student who has completed all requirements with a minimum 3.0 cumulative accredited phase GPA and successfully completed all clinical education requirements will receive a Master of Physician Assistant Studies degree.

HONORS

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

Cum Laude: 3.50 to 3.74 GPA
Magna Cum Laude: 3.75 to 3.89 GPA
Summa Cum Laude: 3.90 to 4.0 GPA

The University and RSHS do not award honors distinctions for graduate degrees. Doctoral hoods are awarded to students who successfully complete doctoral programs.

CEREMONIES

The traditional University Commencement Ceremony take place in May and December, and the RSHS holds a ceremony in August.

Students who wish to participate in a ceremony that is not their designated graduation ceremony as a result of documented extenuating circumstances must receive the approval of their Department Chair and the Dean.

More information is available on the University Commencement website and in the graduation policies section of the [University Catalogs](#).

CERTIFICATION & LICENSURE INFORMATION

GENERAL CERTIFICATION & LICENSURE INFORMATION

Most RSHS students will be required to take some type of certification, licensure and/or registration examination(s) to demonstrate that 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 that immediately precedes

graduation, but the department recommends that students take the certification in June, following their May 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](#).

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 licensure as an athletic trainer after they have passed the BOC examination. An athletic trainer must have this certification to practice as a licensed health professional in Pennsylvania. More information on this licensure process is available from the [Bureau of Professional Licensure, State Boards of Medicine and Osteopathic Medicine](#). If a student wishes to practice outside the state of Pennsylvania, that student should contact the specific state's athletic training organization or the BOC for more information.

OCCUPATIONAL THERAPY

In order to practice, occupational therapists must first be certified on a national level, and then may apply for licensure on the state level. 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. Application for the NBCOT exam includes a background check. 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 \$550.00. The NBCOT accepts applications for the examination and maintains the roster of certified occupational therapists. Presently, the test is available at most [Prometric Centers](#). More information is available on the [NBCOT website](#).

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. Some State licensing boards offer temporary licenses, once a candidate has been registered for the national exam. Students are responsible for understanding the regulations per the state in which they are seeking licensure. After successful completion of this exam, the individual will be initially certified as an Occupational Therapist, Registered (OTR). Occupational therapy practice is regulated in all 50 states, the District of Columbia and Puerto Rico. Typically, state licensure is based on the results from the NBCOT certification examination. A felony conviction may affect a student's ability to sit for the NBCOT certification examination or attain state licensure. Failure to inform NBCOT of a felony conviction may result in NBCOT disciplinary action. A student may complete a character review to evaluate eligibility to take the NBCOT certification examination by requesting an Early Determination Review. The student is responsible for costs related to this review which are estimated to be \$225.00. Visit [NBCOT Early Determination](#).

PHYSICAL THERAPY

In order to practice, physical therapists must be licensed according to state law. Upon graduation from a CAPTE accredited program, students will be eligible to sit for a computerized licensure examination. The procedures for taking the computerized exam vary from state to state. Students should therefore: 1) Find out what their jurisdiction requires; 2) Complete a state application form; 3) Register and pay for the exam using the [Federation of State Board of Physical Therapy's \(FSBPT\) exam services website](#) and 4) Obtain jurisdiction approval. Once the jurisdiction has 'approved' the student's eligibility, the student will receive an 'authorization to test' letter from the FSBPT containing instructions on how to schedule an appointment for testing. 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, have completed a State-approved 3-hour Child Abuse Recognition & Reporting course, and be a graduate of an accredited educational program. Please refer to the official [Physical Therapy Practice Act](#) for additional details.

PHYSICIAN ASSISTANT STUDIES

In order to practice in all 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 any Pearson Vue Testing Center 50 weeks of the year. The registration fee for the certification examination is \$550.00.

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

SPEECH-LANGUAGE PATHOLOGY

In order to practice in the United States, 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 ([ASHA Membership & Certification](#)) following completion of academic and clinical education, completion of a nine-month full-time clinical fellowship, and receipt of a passing score on the national examination in speech-language pathology ([Praxis Speech-Language Pathology 0331 exam](#) by the Educational Testing Service, ETS). Speech-language pathology students may sit for their examination at a testing time preceding or after 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 professional practice boards for additional information and applications. In Pennsylvania, contact the Pennsylvania Bureau of Professional and Occupational Affairs.

In order to work in public schools, most states require speech-language pathologists to hold state Board of Education 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, pass the [Praxis Speech-Language Pathology exam \(0331\)](#) by ETS, and, depending on which certificate is sought, may need to take additional examinations. The Department maintains listings of these potentially required examinations. The Speech-Language Pathology program at Duquesne University is a state-approved program.

STUDENT SERVICES & ORGANIZATIONS

ACADEMIC COACHING AND ADVISING

Students are assigned to a student success coach in the Office of the Dean once they are admitted into a program. Students may also be assigned to a faculty advisor by their department. Student success coaches and faculty advisors welcome contact with students and encourage them to seek assistance whenever necessary. Student success coaches 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. Student success coaches are, however, willing to meet students without appointments when necessary.

Role of Student Success Coach

Duquesne University believes in providing comprehensive student support. All students are assigned to an student success coach who will work with them throughout their career at the University. The coach, located in the RSHS Dean's Office, acts as an ombudsman for the student in their interaction with all officials throughout the University.

Student success coaches are trained to assist students in developing and maintaining academic schedules, monitoring progress toward degree, securing referrals to other campus resources, 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 student success coach regularly. While knowledgeable in specific academic disciplines, student success coaches are not trained to provide profession-specific guidance to students.

RSHS student success coaches are located in the Office of the Dean, on the third floor of the Health Sciences Building; the student success coach for Biomedical Engineering students is located on the 3rd floor of Libermann Hall. Student success coaches 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 coach through graduation. If students change majors, their student success coach may will change.

Role of Faculty Advisor

Students will receive professional guidance through their assigned faculty advisor. Faculty advisors are experts in their specific professional disciplines and are helpful resources for the students enrolled in specific academic majors. Students should avail themselves of their faculty's expertise and professional position at any time, while also respecting faculty schedules. If a student has a pressing problem at any time, 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.

UNIVERSITY STUDENT SERVICES

Following are links to University student service offices that support the success, well-being, and overall student experience:

[Spiritans Campus Ministry](#)

[Campus Safety](#)

[Center for Career Development](#)

[Commuter Affairs](#)

[Office of Disability Services](#)

[Center for Excellence in Diversity and Student Inclusion](#)

[Duquesne University CARES \(Alcohol and Drug Awareness\)](#)

[Freshman Development](#)

[Gumberg Library](#)

[Health Services](#)

[International Students](#)

[Michael P. Weber Learning Skills Center](#)

[Parking and Traffic Management](#)

[Residence Life](#)

[Student Life](#)

[Study Abroad](#)

[University Counseling & Wellbeing Center](#)

[Writing Center](#)

RSHS STUDENT SERVICES

RSHS Tutoring Services

Students in need of academic assistance should discuss this with their student success coach and/or faculty advisor. In general, RSHS faculty do not provide tutorial services, but conduct regular office hours. Tutors for foundational courses are available through the RSHS Office of the Dean at no charge to students. For Biomedical Engineering students, free tutoring is available for Calculus I, Calculus II, Physics I, and Physics II. Please contact the Biomedical Engineering student success coach for more information.

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. Some departments will have designated boards that are not open for general posting and will be so marked.

Student Perceptions of Teaching (SPOT)

The Student Perceptions of Teaching survey was developed to gather student perceptions of the course and of the learning as facilitated by the instructor. In addition to using the results to *improve* teaching, they are also used as one factor in determining promotions, tenure, and salary increases. Thoughtful, objective responses that focus on the teaching of the course being evaluated will assist Duquesne Faculty in improving their teaching.

Locker Facilities

Men's and women's locker facilities are located on the second floor of the Health Sciences Building. Students registered for Anatomy can request lockers located on the second and third floor back hallways. Students must supply their own locks. Students must vacate their lockers at the conclusion of their Anatomy course. On request, Speech-Language Pathology Year I and II Professional Phase 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 the Office of the Dean 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.

Vending and Student Study Areas

Vending machines are located on the first floor of the Health Sciences Building and on the second floor of Fisher Hall in the Physics student dining area. RSHS student lounge areas are located on the first and second floors of the Health Sciences Building, and an RSHS student study area is located in Room 334 Health Sciences Building. A Student Resource Room for professional phase speech-language pathology students is located on the fourth floor of Fisher Hall. An Engineering student lounge is located on the fourth floor of Libermann Hall.

RSHS STUDENT ORGANIZATIONS AND PROFESSIONAL ASSOCIATIONS

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 seven programs. In addition, each RSHS program has its own student organizations. Recognized student organizations are independent from the University, but in order to secure and maintain recognition, they need to abide by the policies in the handbook.

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

Duquesne University Students in Athletic Training (DUSAT)

DUSAT is a student-run University-wide professional association that is 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 advisors are Dr. Sarah Manspeaker and Dr. Erica Beidler.

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

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

Engineering

Biomedical Engineering Society (BMES)

Biomedical Engineering students are encouraged to join Duquesne University's student-run chapter of the Biomedical Engineering Society. The Biomedical Engineering Society is the national professional society of students, faculty, researchers, and industry professionals working in biomedical engineering. Duquesne's student chapter hosts activities and events designed to communicate recent advances, discoveries and inventions.

Society of Women Engineers (SWE)

Students interested in careers in STEM fields are encouraged to join the student chapter of the Society of Women Engineers. The Society of Women Engineers is a national educational and service organization whose mission is to empower women to achieve full potential in careers as engineers and leaders, expand the image of the engineering and technology professions as a positive force in improving the quality of life, and demonstrate the value of diversity and inclusion. The chapter promotes training and development programs, hosts networking opportunities, outreach and advocacy activities.

Health Administration & Public Health

Student membership and participation in the field's professional associations are strongly encouraged. Early involvement will enhance the student's transition to professional practice upon graduation. Students interested in more information should contact the department.

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 of Health Management Systems for more information on this student society.

American College of Healthcare Executives (ACHE)

Students are encouraged to join the American College of Healthcare Executives (ACHE) as a student associate. ACHE is a professional society for healthcare leaders committed to improving health. Benefits of a student associate membership include access to internship, fellowship and career opportunities, newsletters, financial assistance, and networking opportunities. Membership is \$75.00 per year.

American Public Health Association (APHA)

Students are encouraged to join the American Public Health Association. Members receive the Association's monthly journal, newsletters and other pertinent information. APHA holds an annual meeting every fall, where students have the opportunity to present scholarly papers and take advantage of the APHA's placement services. Membership is \$85 per year.

Pennsylvania Public Health Association (PPHA)

The Pennsylvania Public Health Association is an affiliate of APHA. This growing professional association welcomes anyone with an interest in public health. PPHA also holds annual meetings featuring state and national public health leaders. Annual student membership is \$20.

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.

Coalition of Occupational Therapy Advocates for Diversity (COTAD)

COTAD is a national network of individuals, students, educators and advocates from across the globe all working towards a common goal of promoting diversity and inclusion within the workforce. COTAD also works to and increase the ability of occupational therapy practitioners to serve an increasingly diverse population. The DU COTAD was established in 2020 and works closely with SOTA.

Pi Theta Epsilon (PTE)

Pi Theta Epsilon is the national honor society for occupational therapy. Students are elected into membership

during their professional phase based on their academic performance and demonstrated potential to be a professional leader. The PTE purpose is to promote professional development and leadership skills and perform service to the profession and community. A Pi Theta Epsilon chapter was established in Spring 1996 and works closely with SOTA.

Pennsylvania Occupational Therapy Association (POTA)

Students are encouraged to join the Pennsylvania Occupational Therapy Association (POTA) as a student member. Students receive a monthly newsletter, licensure updates and discounted rates at the annual state convention in the Fall. Membership is \$30.00 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 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 \$75.00 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 encouraged 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 encouraged 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 strongly encouraged to join the APTA at their earliest opportunity once admitted to the professional phase.

Physician Assistant Studies

Students in all years of the program are encouraged to become local and national members of their professional organizations. Attendance at their professional conferences as a student is difficult due to the academic schedule, however, students who have an opportunity to present their work at a conference may request permission from the Department Chair.

Physician Assistant Student Association (PASA)

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

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

Membership in the Student Academy of the American Academy of Physician Assistants 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 that provides membership until the June after graduation. Membership is encouraged for accredited phase students.

American Academy of Physician Assistants (AAPA)

The Department Chair submits an official class roster of 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. Membership is open to pre-professional and 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 and clinical certification from ASHA. All students who are members of the Department of Speech-Language Pathology are strongly encouraged to join the Duquesne University chapter of NSSLHA, and Professional Phase students are encouraged to also join national NSSLHA. National NSSLHA applications may be obtained online.

Pennsylvania Speech-Language-Hearing Association (PSHA)

[PSHA](#) is the state professional organization. Student membership is encouraged.

Southwestern Pennsylvania Speech-Language-Hearing Association (SWPSHA)

[SWPSHA](#) is a regional professional organization. Student membership is encouraged.

American Speech-Language Hearing Association (ASHA)

Students are encouraged to be active in Speech-Language Pathology professional organizations. The [American Speech-Language-Hearing-Association \(ASHA\)](#) is the national, professional, scientific, and credentialing association for members and affiliates who are audiologists; speech-language pathologists; speech, language, and hearing scientists; audiology and speech-language pathology support personnel; and students.