



John G. Rangos, Sr.
School of Health Sciences



ACADEMIC STUDENT HANDBOOK

2025-2026

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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 2025. 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 Duquesne University website.

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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. Only the student may authorize release of his/her information by indicating desires on the FERPA disclosure available on the [Duquesne Student 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 of 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 hmmStudent 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 forms to the Department Chair. Please contact your program's clinical coordinator for your program-specific reporting form.

ABOUT THE RANGOS SCHOOL OF HEALTH SCIENCES (RSHS)

Mission

The Rangos School of Health Sciences faculty will educate ethical healthcare professionals 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

Please visit our website for the most up-to-date listing of faculty and staff.

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.

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 may extend to clinical education (see Appendix A).

RSHS POLICIES

Performance Indicators and Technical Standards

Students with or without reasonable accommodations must meet the academic and technical standards of their program. The RSHS Technical Standards found below are requirements of all RSHS students for admission, progression, and graduation. RSHS is committed to working with students to meet their program requirements. Students who request accommodations must make their request to the University's Office of Disability Services. The development of reasonable accommodations is an iterative process involving the student, the Office of Disability Services, and appropriate representatives from the student's academic department.

All RSHS students will be expected to have abilities in six categories: 1) acquiring fundamental knowledge, 2) ability to communicate and write with accuracy, clarity, and efficiency, 3) motor ability, 4) integrating knowledge to establish clinical judgement, 5) behavioral and social skills, and 6) professional responsibilities. These abilities enable the student to perform the tasks within their program that are required to meet graduation and professional/accredited phase requirements as measured by state and national certification, licensure, and registration processes. The required physical examination validates those abilities included in the performance indicators/technical standards.

In the case of any change in status, extended hospitalization, or time away from the program, students will have to be re-evaluated in collaboration with the department and Office of Disability Services for the impact on the progression in the program.

RSHS is committed to working with students to meet their program requirements.

Acquiring fundamental knowledge:

- Synthesize theories and concepts to develop an understanding of the human experience and integrate these into professional practice.
- Demonstrate familiarity with healthcare regulation in a variety of contexts and environments applicable to field of practice. Acknowledge the need to know local, state, national and global healthcare trends in policy.
- Learn through a variety of modalities, including but not limited to classroom instruction; laboratory instruction, including cadaver lab (as appropriate); physical demonstrations; small group, team, and collaborative activities; individual study; preparation and presentation of information; clinic- and community-based learning experiences; and use of computer technology.

Ability to communicate and write with accuracy, clarity, and efficiency:

- Communicate effectively to build relationships with faculty, fellow students, coworkers, patients, and their significant others in the student's various roles of learner, colleague, consultant, and leader.
- Display interpersonal skills needed to accurately evaluate, address, and monitor patient needs and outcomes and enable the delivery of patient-centered services.
- Clearly and accurately record information.
- Interpret patients' verbal and non-verbal communication accurately.
- Participate in classroom, group, and face-to-face discussions/presentations in a clear, organized, and professional manner.

Motor ability:

- Have the ability to participate in basic discipline-specific evaluation procedures and therapeutic maneuvers.
- Fully execute movements required to provide patient care in their respective disciplines which may include dependent transfer of an individual, physical examination techniques, medical procedures

which require specific gross motor or fine motor manipulation, and in some cases, the ability to maintain a sterile working environment for client safety.

- Negotiate patient care environments required in their particular discipline and be able to move between settings such as the classroom, health care facility, educational, or community setting. For example, some physical tasks require that students be able to transfer the equivalent of an adult human's body weight.
- Tolerate being in close physical proximity and in physical contact with others.
- Have the ability to complete the rigorous course of didactic and clinical study, including the physical mobility and endurance relative to each practicing discipline for up to 8-10 hours each day.

Integrating knowledge to establish clinical judgment:

- Recognize and define problems, develop and implement solutions, and evaluate outcomes.
- Interpret, assimilate, and understand complex information required to function effectively within the programmatic curriculum.
- Demonstrate critical thinking skills and appropriate decision making, with the ability to differentiate relevant versus irrelevant information.
- Provide or direct therapeutic interventions, as appropriate.
- Retrieve, appraise, and synthesize evidence to improve patient outcomes.
- Maintain confidentiality, in accordance with professional and institutional standards.
- Follow safety standards for the environment and universal precaution procedures.

Behavioral and social skills:

- Demonstrate communication and social skills necessary to meet the demands of the profession, and be capable of developing mature and effective interpersonal relationships with other students (particularly in group work), health care workers, patients and families.
- Tolerate the competing demands of the academic and clinical workloads physically, mentally, and emotionally.
- Demonstrate the ability to self-reflect and understand why they respond/think/feel in the way that they do and then self-correct, if necessary. Openness and responsiveness to constructive feedback is considered essential for success.
- Demonstrate compassion and empathy relative to needs of colleagues, staff, and patients.
- Exhibit sufficient interpersonal skills, knowledge, and attitudes to interact positively and sensitively with people from all parts of society, ethnic backgrounds, and belief systems.

Professional responsibilities:

- Understand and function according to the ethical, legal, and moral behaviors commensurate with the role of a Duquesne University Rangos School of Health Sciences student in all professional, classroom, clinical, and research activities.
- Maintain commitment to the educational process and best practice guidelines, including completing all required clinical or capstone documentation and meeting expected deadlines.
- Demonstrate the capacity for ethical behavior, including adherence to respective professional practice acts.
- Take initiative to direct their own learning as evidenced by the ability to review syllabi, prepare for classes, homework, and other assignments in advance, utilize resources before asking for help and independently explore additional information. Students must be able to take responsibility for their actions and outcomes.

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.

Course Attendance Policy

Attendance in didactic, laboratory, and clinical education courses is an essential part of each program and will be a strong factor in academic success. 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 6:00 p.m., Monday through Friday, including summers. Some courses or clinical hours may be required in the evenings and on weekends. Additional information may be found in departmental manuals for clinical education.

In addition to the University-approved co-curricular activities (e.g. meaningful research and/or presentations at academic and professional associations and meetings) and University-sponsored extracurricular activities (e.g. ROTC, Tamburitzans, and varsity athletics), the Rangos School of Health Sciences also recognizes responsibilities of students who are members of the United States Armed Services.

Although the Rangos School of Health Sciences supports student involvement in inter-collegiate athletics, ROTC, and the Tamburitzans, the student must recognize the academic nature of a university and the professional educational path they are enrolled in. Therefore, it is the student's responsibility to determine conflicts of classroom or clinical experience with athletic, ROTC, or Tamburitzan events and to plan with the professor to make up the work missed prior to the actual event. Student athletes, ROTC, and Tamburitzans should arrange with their Student Success Coach for specific needs prior to pre-registration each semester.

Absences may 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 an absence is excused, students will be expected to make up exams or submit assignments at a time and place so designated by the course instructor.
4. In the event that participation in intercollegiate athletics activities conflict with required clinical education experiences, attempts for accommodations may be requested though not guaranteed. In some cases, students may need to be reassigned to another clinical experience if possible. Postponement of a clinical experience may be needed. This delay may necessitate the student dropping back one year in the professional/accredited phase of his/her program.
5. If a student must miss class or clinical due to military orders, the student is required to submit a copy of the orders to the Associate Dean of Student Affairs, at mattilaa@duq.edu. This must occur within one week of the orders issue date. Once the orders are submitted to the Associate Dean of Student Affairs, they will notify all appropriate course faculty. The student can then work with

course faculty to make appropriate arrangements. The orders may be redacted as appropriate, but must show the student's name and the dates of military obligation.

Unauthorized Technology Use

Mobile phones and/or smart watches and should not interfere with any educational activities on and off campus. In learning environments, distractions from cellular phones, smart watches and other forms of technology will not be tolerated. Texting and any other electronic communications unrelated to educational activities are 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. To ensure patient and student safety, the following jewelry items are not permitted to be worn during clinical education experiences: nose rings, eyebrow rings, tongue piercings, long necklaces, excessive finger rings and bracelets, and excessive ear piercings. Considerations can be made for clothing or jewelry of cultural or religious significance, and should be discussed with your Clinical Coordinator or Department Chair. 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 makeup
- Baseball caps or other hats

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 allows 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 (see Appendix B). 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 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 experience. 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 each Department 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: Student 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
Tiana Brophy (Disability Services) 412.396.6658 - Business Hours
Kate DeLuca (Nursing) 412.396.6551 - Business Hours
Annie Mullarkey Sawa (Student Conduct) 412.396.6642 - Business Hours
Lindsay Seal (Human Resources) 412.396.5103 – Business Hours
Quincy Stephenson (The Center – Community Building & Engagement) 412-396-1117 – 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 and 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 and/or 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.

A student who has 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 has the right to appeal to the RSHS Academic Integrity & Professional Behavior Committee if significant extenuating circumstances beyond his/her 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. Appeals must be submitted by the student 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. A student will forfeit his/her opportunity for appeal if that appeal is received after the specified appeal period. A student may add information regarding his/her appeal to the appeal form, or the student may use the form as a guide in writing his/her 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 a student and/or his/her representative to appear before the RSHS Academic Integrity & Professional Behavior Committee. The committee will review all cases in a timely manner and make a recommendation to the Dean. The Dean will notify the student with the final decision. Should the student seek further appeal of a RSHS decision, the student 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 which identify potential enhancements and modifications that may 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. 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. The following guidelines direct students on the appropriate steps to take if an issue arises.

Step 1- Declare the concern: Students should first seek resolution with the immediate parties involved; for course issues, that means the course instructor. For final grade appeals, the RSHS will follow the policy as stated in the Duquesne University Catalog.

Step 2- File an Official Complaint: If informal efforts are unsuccessful, students should proceed by bringing their concern in the form of a written statement to the Department Chair of their Program. 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. The decision of the Dean is final. Guidelines for the written statement can be obtained from the student's RSHS Success Coach.

Please note that in keeping with the RSHS Dean's open-door policy, students may request to meet with the Dean to share relevant input, suggestions or complaints at any time.

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 daily during periods of active enrollment for time-sensitive information 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 (24 hours) after the email was sent 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 or Legal Guardian Involvement in Student Meetings with RSHS Faculty and 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.

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, as well as the Department of Health, Exercise and Applied Science. 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 Athletic Training, and Speech-Language Pathology, the Speech-Language-Hearing Clinic, and teaching and research labs for speech-language pathology. The Applied Science Laboratory is housed in Fisher Hall and is used for student laboratories and research that focus on motor learning, strength training, and human movement assessment. 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.

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 a 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.

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. Such use is also prohibited in the Health Sciences areas within Fisher Hall and Libermann Hall, and within 30 feet of a doorway or intake system to the Health Sciences building, Fisher Hall and Libermann Hall.

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 an 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. More information can be found on the Duquesne University website.

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.

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 in concurrence with the Dean, 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.

Graduate Students

The University charges all graduate students on a per-credit basis. All RSHS graduate students must be enrolled in a minimum of 6 credits in each Fall and Spring semester to be considered full-time.

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).

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 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. Students can view their account status, which displays real time activity, through the Student and/or Parent Payment Portal. If students 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.

Financial 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.

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 2025).

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 students will be permitted to change levels, and any change will be based upon space availability.

Active Status

Any student who wishes to maintain his/her 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 the student graduates or leaves the University. Once a student fails to register for a required semester, that student forfeits his/her seat in his/her respective program.

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 in the Duquesne University Undergraduate Catalog. 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 appropriate 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, which included on Duquesne University's 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.

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. If readmitted, the student is subject to the original statute of limitations for completion of the program but is obliged to follow policies and academic regulations and meet degree requirements in effect at the time of readmission. Students considering an application for readmission should do so within a timeframe that enables completion of remaining coursework prior to the point of their 10-year Statute of Limitations. Students may not be readmitted to a degree, major, and/or minor that is no longer active. 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.

Students who have been dismissed due to violations of academic integrity or 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 through the Duquesne Student Portal Self Service Banner, with the exception of professional/accredited phase students. 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.

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:

- Have fulfilled all financial obligations to the University for the previous semester.
- 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. Please refer to the Duquesne University website for more information about 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. It is the student's responsibility to investigate these requirements and work with his/her 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.

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 must 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. In certain cases, students may be permitted to take these courses at another institution but must first receive the express permission of their programs Department Chair.

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.

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 (families.duq.edu). 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.

Note: A students' educational records cannot be shared or discussed with third parties without the student's consent. Students grant 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 the Duquesne Student Portal: Student Profile> Final Grades. The student success coach reviews grades after each semester to determine any course and/or GPA deficiencies. However, it is the student's responsibility to contact his/her 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 members will post student 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 the Duquesne Student Portal by a faculty member are considered official. Students may view their semester grade records through the Duquesne Student Portal 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). Student grades and academic status also 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 only be obtained from 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 POLICIES

RSHS AND UNIVERSITY GENERAL POLICIES

RSHS English Language Proficiency Policy

Standard American-English is the language of instruction at Duquesne University, therefore all accepted undergraduate and graduate students whose first language is not English are required to sit for English language placement tests. 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.

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 must:

- 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 the course instructor if there are concerns about a course, its content or their approach to the content. If the concerns are unresolved, alert the Department Chair.
- demonstrate respect in the content of postings, messages, chats, etc.

Students must avoid:

- disclosing any information about any 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 a 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, BeReal)
- 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. Additional penalties may be instituted if the infraction involves a HIPAA violation. 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

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 Provost 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 known facilitation of intellectual dishonesty by another person or persons.

Note: Violations of academic integrity-whether or not they are deliberate-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 professional behavior policy, and any departure by students from either policy.
2. Enforcement of the policies of academic integrity and professional behavior, including recommendations regarding academic status or dismissal.

The Academic Integrity & Professional Behavior Committee meets as needed to review the cases brought before it (see Appendix D).

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 or materials from the school, department, or individual faculty members.

Academic Integrity Statement of Responsibility

To create and maintain a culture of Academic Integrity at Duquesne University, all members of the community must take an active role. Responsible leadership is needed 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. 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 instructors) 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. In compliance with University Policy ([TAP 58](#) and [TAP 32](#)) students, faculty and staff are prohibited from possessing or consuming marijuana on Duquesne Property or at University-sponsored programs or events, even if they are in possession of a legally obtained Medical Marijuana registration card. Doing so could result in a charge or conviction of a crime.

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:

- arrest or conviction for a drug or alcohol-related offense
- 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
- direct observation of physical signs indicative of illicit use or abuse of drugs or alcohol
- direct observation of being impaired and/or intoxicated

These behaviors may be observed by any of the following: faculty, staff, clinical preceptors, clinical instructors, or any other individual involved in the education of RSHS students. 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 an unexpected 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 unexpected 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 an unexpected 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 unexpected 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 adhere to a behavior modification plan, such as drug and alcohol counseling or rehabilitation and repeated drug and/or alcohol testing and monitoring

In addition to those disciplinary actions listed above, a student 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 his/her 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

Any student who tests 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, the student 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. The student is 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

Health Services
3rd floor Gumberg Library
duhealth@duq.edu
412.396.1650

Psychology Clinic
227 Rockwell Hall
dupsyhclinic@duq.edu
412.396.4150

University Counseling & Wellbeing Office
326 Gumberg Library
counselingservices@duq.edu
412.396.620

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 changed.

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.

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
BRDG 101	Writing & Analysis	3	A-	11.1
BRDG 103	IPE Health Research Skills	1	A	4
BRDG 155	Intro to Ethical Reasoning	3	A	12
		Total Credits = 16		Total Quality Points = 53.9
Total Quality Points divided by total # 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. 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.

Note: Many programs maintain policies and standards in addition to the information listed above. Please refer to the appropriate academic department for more information.

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.

Note: Many programs maintain policies and standards regarding the applicability of transfer credits. Please refer to the appropriate academic department for more information.

ACADEMIC STANDING

Good Academic Standing and Dean's List

Note: Many programs maintain policies and standards in addition to the information listed below. Please refer to the appropriate academic department for more information.

Good Academic Standing

To be in good academic standing, the following program-specific minimum GPAs and grades must be earned. (* indicates that the specific math & science prerequisite courses can be found in that programs handbook section)

Program	Pre-Professional Phase	Professional/Accredited Phase
Athletic Training	• 2.75 semester and cumulative GPA • 'C' or better in all other courses	• 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	• 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 *	• 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	• 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*	• 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	• 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*	• 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	• 3.0 semester and cumulative GPA • 'C' or better in all courses	• 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
Health Administration	• 2.75 cumulative GPA • 2.75 GPA in major-related courses • 'C' or better in all courses	• 3.0 semester and cumulative GPA • 'C' or better in all letter- graded courses
Health Sciences	• 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	• 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	• Not applicable	• 3.0 semester and cumulative GPA • 'C' or better in all letter- graded courses

Academic Dismissal

RSHS Policy

Students may be subject to dismissal from their program if they fail to meet the program requirements listed in the chart above. Please refer to the appropriate academic department for more information.

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 1-30 credits
 - b. Less than 1.75 – for students who have attempted 31-60 credits
 - c. Less than 1.85 - for students who have attempted 61-89 credits
 - d. Less than 2.0 – for students who have attempted 90 credits or more.

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 student appeals as submitted.

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, semester GPA to date and any relevant records from the School, department, and individual faculty members.

Appeal Process 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. A student should discuss his/her 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 (see Appendix C) are available on the RSHS website in the Duquesne Intranet, accessible through the Student Portal. The RSHS Student Standing Committee reviews all documentation provided and offers its recommendation to the Dean.

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.

Note: Students who have been academically dismissed more than once are not eligible for readmission or appeal.

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.

Students who have been dismissed due to violations of academic integrity or 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. 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 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.

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

Note: Many programs maintain policies and standards in addition to the information listed on the next page. Please refer to the appropriate academic department for more information.

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 made by Academic Programs, 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.

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 the 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 the chance 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 an RSHS course. The student 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. A student 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 of the offering institution (for example: academic calendars, additional costs associated with housing during Duquesne breaks).

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.

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 from 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. Individual 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 has already successfully completed at Duquesne or another institution.

Note: Please refer to the appropriate academic department for program-specific policies.

Academic Difficulty

Students experiencing difficulty in any course are 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 is needed to successfully complete the course.

The Office of the University Registrar emails 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. Students should be aware that a course withdrawal will affect their earned credits and may therefore have implications for any financial aid they may receive in subsequent year(s). It is the students' responsibility to investigate the financial implications of a course withdrawal.

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.

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 in consultation with the department's clinical education coordinator.

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. 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).

Note: Please refer to the appropriate academic department for program-specific policies.

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 in the Duquesne University Catalog.

'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.

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.

Note: Please refer to the appropriate academic department for program-specific policies.

CLINICAL EDUCATION

Definition and Assignment of Clinical Education

Clinical Education (CE) is an essential part of 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 as dictated by individual accrediting bodies. 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). Per University policy, students are not permitted to ride-share with Clinical Educators.

Clinical 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 the 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 childcare 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 Administration, 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, which is sent out to students at the beginning of each academic year.

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. 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. Some clinical sites may require additional vaccinations, training, or 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 comply with these site-specific requirements, and all costs incurred will be the responsibility of the student. Results of drug screening tests should be uploaded to the specific department software platform 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 Health Care Compliance Chairperson is Joan M. Kiel, PhD, CHPS, Professor in the Department of Health, Exercise and Applied Science in 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, Substance Use Disorder (SUD's) regulation and Health Care Compliance Training yearly. 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. Duquesne Student Health Services 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 experience potential exposure to an infectious disease are encouraged to call the National Post-Exposure Hotline at 1-888-448-4911 for advice and guidance regarding the need for timely prophylactic treatment. Students who are exposed must notify their clinical coordinator within 24 hours following the exposure. Exposures occurring over a weekend must be reported by 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.

Removal from Clinical Education

Students may be removed from clinical education at any time if their performance does not meet requirements and criteria, 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 may 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) re-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: Please refer to the departmental handbook for program-specific policies.

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 Bridges Common Learning Experience 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.

Note: Please refer to the appropriate academic department for program-specific policies.

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/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 Bachelor of Science degree in Health Studies. Such consideration will be given by the Associate Dean for Academic Affairs on an individual basis. Students graduating with the Bachelor of Science degree in Health Studies 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.

INTER-SCHOOL MAJORS AND MINORS

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.

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.

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 ceremonies 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.

STUDENT SERVICES

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 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 a student success coach who will work with them throughout their career at the University. The student success coach 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. Student success coaches will be assigned to students according to their 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 will likely 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.

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.

RSHS STUDENT ORGANIZATIONS

Pi Kappa Epsilon

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

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. Tutoring for select Rangos-taught Professional phase courses is available through the RSHS Office of the Dean at no charge to students.

Posting of Announcements

The Health Sciences Building has several digital displays throughout the building, as well as a bulletin board located in the Student Study Lounge on the second floor, 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 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 in 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 and food pantry are located on the first floor of the Health Sciences Building and additional vending machines are located 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 212 on the second floor of the Health Sciences Building. A Student Resource Room for professional phase speech-language pathology students is located on the fourth floor of Fisher Hall.

UNIVERSITY STUDENT SERVICES

The following is a list of University student service offices that support the success, well-being, and overall student experience:

Spiritual Campus Ministry

Campus Safety

Center for Career Development

Center for Global Engagement (Study Abroad)

Commuter Affairs

Office of Disability Services

The Center (Opportunity, Community Building & Engagement)

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

University Counseling & Wellbeing Center

Writing Center

ACADEMIC PROGRAMS

ATHLETIC TRAINING

Accreditation

The Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). 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.

Degrees

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 enroute 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.

Articulation Agreements

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

Duquesne University has entered into articulation agreements with the Athletic Rehabilitation Therapy Program at the Technological 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, respectively.

Pre-Professional Phase Academic Policies

Academic Load

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 Department Chair in concurrence with the Dean. The coursework involved, as well as the student's background and ability to handle an increased credit or academic load, will be taken into consideration.

Good Academic Standing

- 2.75 semester and cumulative GPA
- 'C' or better in all courses

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.

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 are required to enroll in CLPR 016, Pathways to Success (1 credit) and limit their credit load to 13 credits in the subsequent semester. Other stipulations may apply and students should refer to the [University Catalog](#) for more information.

Academic Probation

Students in the Athletic Training program who fail to meet the pre-professional academic standards 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 once 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 phase, the probationary status will be removed, and the student may begin the professional phase with a clean academic record.

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

Academic Dismissal***RSHS Pre-Professional Phase 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.
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.

Note: For information regarding dismissal from the University, please refer to pages 25-26.

Registration

Students in the pre-professional phase of their program should meet individually with their student success coach prior to registration to plan for the following semester's courses. Students are expected to register for courses online or schedule an appointment with their student success coach to register and arrive prepared with preferred and alternative course selections.

Course Sequence

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. 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).

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 equivalents.

Students who wish to receive College in High School credit must request an official transcript from the partnering University to 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.

Transfer Credits

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

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. 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

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.

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.

Students must seek written approval from the Department Chair in order to repeat courses offered through the RSHS which are taken in the pre-professional phase.

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), may be required to postpone progression 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 phase or will be dismissed.

Temporary Approved Leave of Absence

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 granted by the Department Chair, written documentation must be completed through the Office of the Dean, 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.

Requirements for Entry into Professional Phase

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 25 hours of athletic training observation experience using the Clinical Observation Form. These experiences must be with a licensed athletic trainer.
3. Completion of an informational interview with the Department faculty and/or other representatives
4. Documentation of Act 33 and Act 34 Pennsylvania State Clearances and Act 114 – FBI Federal Criminal Record Check. These will be completed during the summer semester and prior to engaging in clinical experiences.
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 requiring drug screening tests prior to students being placed in that facility for clinical affiliation experience. Should a student be assigned to one of these clinical sites, they 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 may affect a student's standing in the academic program.

6. Entrance into the professional phase is subject to departmental approval. The Athletic Training 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."

Professional Phase Academic Policies

Orientation

The Department of Athletic Training hosts a mandatory orientation prior to the start of the summer semester. All incoming professional phase athletic training students are required to attend.

Academic Load

Throughout the entire professional phase, students can expect to carry full-time credit loads each semester. Students should carefully consider the feasibility of handling work and other obligations during this intensive and time-consuming professional portion of the program.

Students must be aware that RSHS programs are full-time day programs. 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 phase may not necessarily be consistent with the general University calendar in regard to standard final examination and vacation periods. While students are encouraged to participate in outside activities, they should also realize that the demands of the professional phase may present time constraints and conflicts with outside obligations (e.g., intercollegiate athletics, part or full-time employment). Students should contact their Department Chair to discuss these concerns.

Good Academic Standing

- 3.0 semester and cumulative GPA
- 'C' or better in all letter- graded courses
- 'P' or 'H' in all honors/pass/not pass courses

Academic Probation

Students who fail to meet the professional phase standards above will be placed on professional phase academic probation one time during the professional phase. A second violation of professional academic standing will result in a student's permanent dismissal. If a student completes the professional 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 2.00 will graduate with a Bachelor of Science in Health Sciences degree and will be dismissed from the remainder of the professional phase of their programs.

NOTE: A professional phase student who fails a required academic or clinical 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. This situation may require the student to postpone progression in the program by a minimum of one year/level or adjust his/her clinical education sequence, because a student cannot progress in the professional phase without successful completion of all required coursework and clinical education experiences in curricular sequence. Permission to alter the timeline of progression in the program is based on cohort capacity limits and is subject to approval by the Department Chair.

Academic Dismissal

RSHS Professional Phase Policy

A professional 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 phase academic probation or after entering into the professional phase on academic probation.
2. After being on professional phase academic probation or after entering the professional phase on academic probation, the student fails to achieve the required grade of 'C' or 'P/H' in a RSHS professional phase course, regardless of the semester GPA.
3. After being on professional phase academic probation or after entering the professional 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 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).

Registration

Professional 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.

Course Sequence

In the professional phase of each program, students 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.

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. 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).

Professional Phase Courses

Students who were previously on academic probation in the professional 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 phase semester and 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 phase course. Repeating a professional 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 clinical course are required to repeat that course, which will delay graduation by at least one semester. The timing of the clinical course repetition is dependent on the length of remediation as well as the availability of a clinical placement. 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 (i.e., earn a semester GPA of less than 3.0 or earn a non-passing grade for a clinical 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.

Temporary Approved Leave of Absence

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 curriculum is sequential, any student requesting a leave of absence during this time frame also must receive permission to postpone progression in the program by a minimum of one year, which will result in a delayed anticipated graduation date. This request must be submitted in writing to the Department Chair, who will make a recommendation to the Dean. There is no guarantee that a department will be able to accommodate this programmatic change due to cohort capacity limits.

All leaves of absence in the professional 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.

Complete Withdrawal

Students who elect to withdraw from the professional phase must inform their Department Chair who will then inform any clinical affiliation sites, if appropriate. The student must then meet with his/her student success coach to complete the necessary withdrawal forms. Professional 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 professional phase student, the RSHS will consider a class level change if requested at the same time as the withdrawal.

Graduation Requirements

Bachelor of Science in Health Sciences

A student who has completed all requirements with a minimum 3.0 cumulative professional GPA and successfully completed all academic requirements will receive a Bachelor of Science in Health Sciences degree.

Master of Science in 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.

Certification & Licensure

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 during the final semester prior to their graduation or any exam window following graduation. The approximate cost is \$450. All students must pass this examination to be recognized nationally as certified athletic trainers.

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.

Student Organizations and Professional Associations

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 advisor is Jessica Johns.

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.

Eastern Athletic Trainers Association (EATA, Inc.)

Students automatically become members of the Eastern Athletic Trainers Association when they join the NATA. Student members receive discounted rates for the annual district convention and are eligible for district scholarship opportunities.

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

Students are strongly encouraged to join the National Athletic Trainers' Association as a student member upon entry to the professional phase. 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.

COMPASS INCLUSIVE POST-SECONDARY EDUCATION PROGRAM

The Compass Inclusive Post-Secondary Education Program (Compass) is a cross-disciplinary, fully inclusive program that provides students with intellectual and developmental disabilities, or IDD, the opportunity to pursue a four-year non-degree certificate. All Compass students are expected to demonstrate satisfactory academic achievement to remain in the program. The program will follow the academic policies found in the Duquesne University Undergraduate Student Catalog as well as all policies of the Rangos School of Health Sciences.

Program Objectives

Compass students will have the opportunity to identify an individually-tailored course of study through a student-centered planning process and will work towards a non-degree certificate from Duquesne University.

The following learning objectives are the central tenets of the Compass Inclusive Education Program:

- 1) **Inclusive Academic Coursework** - Students supported by Compass will pursue a non-degree certificate alongside other Duquesne students without disabilities. The non-degree certificate track includes 48 credit hours of academic coursework (infusing Bridges general education courses and coursework tailored to the student's interests).
- 2) **Social Participation and Civic Engagement** - Students will be supported to participate in the same social, community and civic engagement opportunities on- and off-campus as other Duquesne students without disabilities.
- 3) **Career-Focused Internships** - Students will engage in at least four career-focused internships to provide them with a variety of work experience and support the development of their portfolio and resume.

Certificate Requirements

The Compass Inclusive Post-Secondary Education Program offers students the opportunity to complete a four-year, 48-credit certificate. Students may take Duquesne University courses under the following grade modes to complete the certificate: audit, pass/non-pass or for credit.

Academic Policies

Academic Load

Compass students can expect to typically carry 6-9 credits per semester, but will not exceed 12. Students will select curriculum from the University Undergraduate Catalog based upon personal and career interests.

Internships

Compass students will work with the Compass Program Director to submit documentation to the Internship Coordinator by institutional deadlines when beginning internships in the third year of the program.

Good Academic Standing

As Compass students pursue non-degree certificates, good academic standing is calculated separate from degree seeking students. To remain in good academic standing, Compass students must:

- Courses taken for credit must earn the minimum university passing grade of 'D' or above
- Courses taken as Pass/Non-Pass must earn the status of 'Pass' or 'Honors'
- Courses taken as audit must demonstrate that a student has mastered learning outcomes equivalent to a passing grade. Demonstration of satisfactory course outcomes will be provided by professor of record to Compass program.

Freshman Academic Warning

Freshman will be placed on academic warning if it is determined that they have not attained good academic standing by: earning minimum university passing grades in courses taken for credit; earning a 'pass' or 'honors' in a pass/non-pass course or demonstrating satisfactory course outcomes when auditing courses. Student will be notified of academic warning via email and/or mail to inform them of their status by Compass program staff.

Academic warning is not posted on students' transcripts. Students on academic warning will be required to take courses identified to improve academic performance as an effort to restore academic standing.

Academic Probation

Compass students will be placed on probation for failing to meet the academic expectations of the program or demonstration of behaviors that may not rise to the level of a referral to the Office of Student Conduct or the RSHS Academic Integrity & Professional Behavior Committee, but warrant immediate improvement.

The student will receive documentation of their probation in writing, including proposed resolutions of these behaviors. The student will be involved in developing corrective action.

Should a student exceed two terms with probationary status, their continuation in the program will be reviewed.

Academic Dismissal

A Compass student is subject to dismissal from the program for any one, or more, of the following reasons:

1. The student fails to achieve good academic standing by successful completion of academic coursework.

2. The student is placed upon academic warning or academic probation and does not meet requirements to return to good academic standing.
3. The student fails to meet RSHS academic or program requirements (e.g., a student who fails to submit required documentation; student fails to comply with attendance requirements for class as well as Compass affiliated meetings).
4. The student exhibits behavior detrimental to their profession, including failure to demonstrate ethical and/or professional behavior

Registration

Compass students are encouraged to meet both with the Compass program director and their student success coach to plan for the following semester's courses. Students will schedule with their student success coach to register and arrive prepared with preferred and alternative course selections.

Summer Orientation

Compass students participate in regular campus visits in the summer prior to enrollment to focus on person-centered planning, career exploration and topics to support acclimation to college. There is also a mandatory summer Orientation prior to start of the academic year.

Temporary Approved Leave of Absence

Students who wish to take a leave of absence during the Fall and/or Spring semester must submit a request in writing to the Compass Program Director for approval. All leaves of absence must be approved by the Compass Program Director and Dean, as soon as possible when known of impending leave request. If written approval is granted by the Compass Program Director, written documentation must be completed through the Office of the Dean. 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 and are encouraged to remain in close contact with the Compass program staff to ensure proper support and record keeping.

DUQUESNE CHINA HEALTH INSTITUTE (DCHI)

In collaboration with multiple universities 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. The DCHI will follow the academic policies found in the Duquesne University Graduate Student Catalog.

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 completion of a program of advanced study with an emphasis in Physical Therapy, Speech-Language Pathology, Public Health, or Health Care 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. Students in the Ph.D. program are **not** required to take courses in the summer semester as part of their academic year. Please also note that it is acceptable for Dissertation Committee members to participate in meetings, examinations, and the Dissertation Defense remotely (online).

HEALTH ADMINISTRATION

Accreditation

The Commission on Accreditation of Healthcare Management Education (CAHME) is a discipline-specific professional accrediting agency that sets standards for graduate health administration degrees. Since 1968, CAHME accreditation defined the standards for healthcare management education for the world community. Ensuring the health of course communities depend on creative, knowledgeable and mission-driven professionals. Graduating from a CAHME-Accredited program helps to better prepare the future leaders of healthcare. CAHME offers voluntary accreditation to public health, medical, and business schools that offer graduate programs for preparing healthcare administrators. Duquesne University MHA program was approved for CAHME Accreditation with a term of three years by the CAHME Board of Directors on February 15, 2023.

Degrees

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.

Master of Health Administration (Online MHA)

The Master of Health Administration (MHA) is a 42-credit online 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 requires a three-day residency 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 in 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.

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.

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.

Undergraduate Academic Policies**Academic Load**

Health Administration students can expect to carry 15-18 credits each semester.

Good Academic Standing

- 2.75 cumulative GPA
- 2.75 GPA in major-related courses
- 'C' or better in major-related courses

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.

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

are required to enroll in CLPR 016, Pathways to Success (1 credit) and limit their credit load to 13 credits in the subsequent semester. Other stipulations may apply and students should refer to the University Catalog for more information.

Warning, Probation, and Dismissal

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). Students are placed on academic probation if their cumulative GPA drops to the university threshold for academic probation based on credits attempted (see below).

For students who have attempted 1-30 credits, academic standing is determined based on the following:

- Academic Warning: 1.75 to 1.99 GPA
- Probation: 1.50 to 1.74 GPA
- Dismissal: Less than 1.50 GPA

For the students who have attempted 31-60 credits, academic standing is determined based on the following:

- Academic Warning: 1.85 to 1.99 GPA
- Probation: 1.75 to 1.849 GPA
- Dismissal: Less than 1.75 GPA

For the students who have attempted 61-89 credits, academic standing is determined based on the following:

- Probation: 1.85 to 1.99 GPA
- Dismissal: Less than 1.85 GPA

For the students who have attempted 90-999 credits, academic standing is determined based on the following:

- Dismissal: Less than 2.00 GPA

Registration

Students are encouraged to meet individually with their student success coach prior to registration to plan for the following semester's courses. Students are expected to register for courses online or schedule an appointment with their student success coach to register and arrive prepared with preferred and alternative course selections.

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.

Students who wish to receive College in High School credit must request an official transcript from the partnering University to 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.

Transfer Credits

The Health Administration program does not have specific transfer credit requirements for students in its program. Students must adhere to the general guidelines listed in the undergraduate catalog and on page 28. Students are also encouraged to consult with their student success coach.

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

Repeating Courses

Any student who earns a 'D' or 'F' grade in a required course will be notified of their course deficiency by the Office of the Dean. Students must repeat any required course in which a deficient grade was earned and can attempt to successfully complete a course an unlimited number of times. 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).

Internship & Fieldwork

Fully completed and signed fieldwork and internship agreement forms are due to the Internship Coordinator by the following deadlines:

- March 1 for Summer
- June 1 for Fall
- October 1 for Spring

Please note that late forms are not accepted due to institutional policies on contracts, liability insurance, and vetting the internship/fieldwork necessitates this timeframe. Students are highly encouraged to shadow, volunteer, and attend conferences in the field to build their resume and make it attractive such that they will be selected by fieldwork and internship mentors for their site. Students are also required to complete the Pre-Clinical Health Requirements by the above due date. This can be facilitated by the University Health Services, and more information can be found on their website.

Temporary Approved Leave of Absence

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 granted by the Department Chair, written documentation must be completed through the Office of the Dean. 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.

Graduate Academic Policies**Orientation**

The Department of Health, Exercise & Applied Science provides an online orientation for students in the Master of Health Administration program upon entry.

Good Academic Standing

- 3.0 semester and cumulative GPA
- 'C' or better in all letter-graded courses

Probation

Students enrolled in the Master of Health Administration program or one of the Micro-Credential programs must achieve a 3.0 to be awarded their degree or credential. Students' GPAs will be calculated based on the grades earned in courses required for their program; 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.

Registration

Students are encouraged to meet individually with their student success coach to plan for the following semester's courses. Students are expected to register for courses online or schedule an appointment with their student success coach to register and arrive prepared with preferred and alternative course selections.

Graduation Requirements

Bachelor of Science in 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.

Master of 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.

Student Organizations and Professional Associations

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.

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.

HEALTH SCIENCES

Degrees

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 a series of pathways and concentrations to provide students with a customized learning experience. The combination of pathways and concentrations affords students the flexibility to expand and customize their education to align with areas of professional interest and to meet trending healthcare demands.

The pathways that students select will assist them in pursuing a specific career path, complete a general health science education, and/or meet graduate professional degree requirements. The Pre-professional pathways (i.e. Pre-Medicine, Pre-Physical Therapy, Pre-Physician Assistant, Pre-Occupational Therapy) are designed for students that aspire to pursue a professional degree program following graduation. The Integrated Health pathway is designed for students that desire to enter the healthcare workforce upon graduation.

Students will also select from one of three concentrations to pursue in order to further customize their learning experience. Students may pursue the Health, Exercise Science, or Strength & Conditioning concentration. Students pursuing the Health concentration may have interests related to health promotion, behavior change, health education, and community health & wellness. Those pursuing the Exercise Science concentration may have interests related to human performance, strength & conditioning, exercise physiology, and cardiopulmonary rehabilitation. Students electing the Strength & Conditioning concentration may have interests related to human performance, strength & conditioning, performance enhancement, and sport rehabilitation. Upon admission to the program, students will make an initial concentration selection and will finalize this selection by the end of the second semester of the sophomore year.

Undergraduate Academic Policies

Academic Load

Health Sciences students can expect to carry 15-18 credits each semester.

Good Academic Standing

- 2.00 cumulative GPA
- 2.00 GPA in major-related courses
- 'C' or better in major-related courses

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.

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 are required to enroll in CLPR 016, Pathways to Success (1 credit) and limit their credit load to 13 credits in the subsequent semester. Other stipulations may apply and students should refer to the [University Catalog](#) for more information.

Warning, Probation, and Dismissal

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). Students are placed on academic probation if their cumulative GPA drops to the university threshold for academic probation based on credits attempted (see below).

For students who have attempted 1-30 credits, academic standing is determined based on the following:

- Academic Warning: 1.75 to 1.99 GPA
- Probation: 1.50 to 1.74 GPA
- Dismissal: Less than 1.50 GPA

For the students who have attempted 31-60 credits, academic standing is determined based on the following:

- Academic Warning: 1.85 to 1.99 GPA
- Probation: 1.75 to 1.849 GPA
- Dismissal: Less than 1.75 GPA

For the students who have attempted 61-89 credits, academic standing is determined based on the following:

- Probation: 1.85 to 1.99 GPA
- Dismissal: Less than 1.85 GPA

For the students who have attempted 90-999 credits, academic standing is determined based on the following:

- Dismissal: Less than 2.00 GPA

Registration

Students are encouraged to meet individually with their student success coach prior to registration to plan for the following semester's courses. Students are expected to register for courses online or schedule an appointment with their student success coach to register and arrive prepared with preferred and alternative course selections.

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 equivalents.

Students who wish to receive College in High School credit must request an official transcript from the partnering University to 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.

Transfer Credits

The Health Sciences program does not have specific transfer credit requirements for students in its program. Students must adhere to the general guidelines listed in the undergraduate catalog and on page 28. Students are also encouraged to consult with their student success coach.

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

Repeating Courses

Any student who earns a 'D' or 'F' grade in a required course will be notified of their course deficiency by the Office of the Dean. Students must repeat any required course in which a deficient grade was earned and can attempt to successfully complete a course an unlimited number of times. 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).

Temporary Approved Leave of Absence

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 granted by the Department Chair, written documentation must be completed through the Office of the Dean. 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.

Graduation Requirements

Bachelor of Science in 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.

Student Organizations and Professional Associations

Students are encouraged to be active in Physical Therapy professional organizations.

American College of Sports Medicine (ACSM)

ACSM is the largest sports medicine and exercise science organization in the world, connecting international, national and regional members and certified fitness professionals. ACSM is committed to educating and empowering professionals to advance the science and practice of health and human performance. (www.acsm.org)

Mid-Atlantic Chapter – American College of Sports Medicine (MARC-ACSM)

MARC-ACSM is a diverse group of professionals and students dedicated to the advancement of sports medicine and exercise science, serving members in Delaware, Maryland, New Jersey, New York, Pennsylvania, West Virginia, and Washington, DC. The chapter seeks to communicate scientific information, provide a forum for research, foster professional peer interaction and support career growth. (www.midatlantic.acsm.org)

National Academy of Sports Medicine (NASM)

NASM offers certifications and advanced specializations for fitness and wellness professionals, including Certified Personal Trainer, Certified Group Fitness Instructor, Certified Wellness Coach, Certified Nutrition Coach, Certified Sports Nutrition Coach, and Corrective Exercise Specialists. Course offerings are designed to help people meet the demands of today's fitness, nutrition, or wellness client looking to make long-term changes to their overall health. (www.nasm.org)

National Strength & Conditioning Association (NSCA)

The NSCA is an educational nonprofit dedicated to advancing science and education in the field of strength & conditioning, which is committed to supporting and disseminating research-based knowledge, and its practical application to improve athletic performance and fitness. (www.nasca.org)

OCCUPATIONAL THERAPY

Accreditation

Duquesne University's OT programs are accredited by the **Accreditation Council for Occupational Therapy Education** (ACOTE) of the American Occupational Therapy Association (AOTA) located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number, c/o AOTA, is 301.652.AOTA and its web address is ACOTE – Accreditation Council for Occupational Therapy Education www.acoteonline.org. ACOTE accredited our MSOT program for the maximum re-accreditation period on August 5, 2016 and our OTD program for the maximum re-accreditation period on December 1, 2023. Information regarding the accreditation of Duquesne University's OT programs can be obtained by contacting the Accreditation Council for Occupational Therapy Education (ACOTE).

Degrees

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.

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.

Occupational Therapy Doctorate

The Entry-level Occupational Therapy Doctorate is a six-year entry-level doctoral degree. 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.

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.

Pre-Professional Phase Academic Policies

Academic Load

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 Department Chair in concurrence with the Dean. The coursework involved, as well as the student's background and ability to handle an increased credit or academic load, will be taken into consideration.

Good Academic Standing

- 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
 - Occupational Therapy math and science courses include Intro to Life Processes with lab, Physics for Therapy, Anatomy and Physiology I & II with labs, Introduction to Biostatistics, Biostatistics II, Introduction to Psychology, Anatomy and Anatomy Lab.
 - Entry Prior to Fall 2023:* For student who entered the pre-professional phase of the Occupational Therapy program prior to Fall 2023, Physics for Life Sciences will be used in place of Physics for Therapy.
 - Entry Prior to Fall 2022:* For students who entered the pre-professional phase of the Occupational Therapy program prior to Fall 2022, Biology I with lab will be used in place of Intro to Life Processes with lab.

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.

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 are required to enroll in CLPR 016, Pathways to Success (1 credit) and limit their credit load to 13 credits in the subsequent semester. Other stipulations may apply and students should refer to the University Catalog for more information.

Academic Probation

Students in the Occupational Therapy program who fail to meet the pre-professional academic standards 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 once 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 phase, the probationary status will be removed, and the student may begin the professional phase with a clean academic record.

Academic Dismissal***RSHS Pre-Professional Phase 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.
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 phase of the program.
7. The student exhibits behavior detrimental to their profession, including failure to demonstrate ethical and/or professional behavior.

For information regarding dismissal from the University, please refer to pages 25-26.

Registration

Students in the pre-professional phase of their program should meet individually with their student success coach prior to registration to plan for the following semester's courses. Students are expected to register for courses online or schedule an appointment with their student success coach to register and arrive prepared with preferred and alternative course selections.

Course Sequence

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 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 phase (including clinical experiences).

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 equivalents.

Students who wish to receive College in High School credit must request an official transcript from the partnering University to 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.

Transfer Credits

The Occupational Therapy program does not have specific transfer credit requirements for students in its program. Students must adhere to the general guidelines listed in the undergraduate catalog and on page 28. Students are also encouraged to consult with their student success coach.

Courses transferred in from other colleges or universities will only be included in the credit total, not the GPA calculation for academic status. AP credits are not included in the calculation of the pre-requisite math and science GPA.

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. 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

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). If the course is a math or science course, the grade earned in that course will also be included in the calculation of the math and science GPA. 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. However, if the course is a math or science course, the grade earned in that course will be included in the calculation of the math and science GPA. The original course and grade will remain on the transcript but will not be used to calculate the 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.

Students must seek written approval from the Department Chair in order to repeat courses offered through the RSHS which are taken in the pre-professional phase.

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), may be required to postpone progression 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 phase or will be dismissed.

Temporary Approved Leave of Absence

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 granted by the Department Chair, written documentation must be completed through the Office of the Dean. 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.

Requirements for Entry into Professional Phase

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 EXXAT, 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 at least two different practice 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 stationery 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 testing prior to students being placed in that facility for clinical affiliation experience. All costs incurred will be the responsibility of the student. Results of drug test that are positive, dilute negative, 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 Occupational Therapy 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".

Professional Phase Academic Policies

Orientation

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

Academic Load

Throughout the entire professional phase, students can expect to carry full-time credit loads each semester. Students should carefully consider the feasibility of handling work and other obligations during this intensive and time-consuming professional portion of the program.

Students must be aware that RSHS programs are full-time day programs. 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 phase may not necessarily be consistent with the general University calendar in regard to standard final examination and vacation periods. While students are encouraged to participate in outside activities, they should also realize that the demands of the professional phase may present time constraints and conflicts with outside obligations (e.g., intercollegiate athletics, part or full-time employment). Students should contact their Department Chair to discuss these concerns.

Good Academic Standing

- 3.0 semester and cumulative GPA
- 'C' or better in all letter- graded courses
- 'P' or 'H' in all honors/pass/not pass courses

Academic Probation

Students who fail to meet the professional phase standards above will be placed on professional phase academic probation one time during the professional phase. A second violation of professional academic standing will result in a student's permanent dismissal. If a student completes the professional 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 2.00 will graduate with a Bachelor of Science in Health Sciences degree and will be dismissed from the remainder of the professional phase of their programs.

NOTE: A professional phase student who fails a required academic or clinical 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 postpone progression in the program by a minimum of one year/level or adjust his/her clinical education sequence, because a student cannot progress in the professional phase without successful completion of all required coursework and clinical education experiences in curricular sequence. Permission to alter the timeline of progression in the program is based on cohort capacity limits and is subject to approval by the Department Chair.

Academic Dismissal***RSHS Professional/Advanced Professional Phase Policy***

A professional or advanced professional 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 phase academic probation or after entering into the professional phase on academic probation.
2. After being on professional phase academic probation or after entering the professional or advanced professional phase on academic probation, the student fails to achieve the required grade of 'C' or 'P/H' in a RSHS professional phase course, regardless of the semester GPA.
3. After being on professional/advanced professional phase academic probation or after entering the professional or advanced professional 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/advanced professional 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).

Registration

Professional phase and advanced professional 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.

Course Sequence

In the professional phase and, if applicable, the advanced professional phase, students 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.

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. 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).

Professional and Advanced Professional Courses

Students who were previously on academic probation in the professional or advanced professional phases 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 or advanced professional phase semester and 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 or advanced professional phase course. Repeating a professional or advanced professional 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 clinical course are required to repeat that course, which will delay graduation by at least one semester. The timing of the clinical course repetition is dependent on the length of remediation as well as the availability of a clinical placement. 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 (i.e., earn a semester GPA of less than 3.0 or earn a non-passing grade for a clinical 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.

Temporary Approved Leave of Absence

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 curriculum is sequential, any student requesting a leave of absence during this time frame also must receive permission to postpone progression in the program by a minimum of one year, which will result in a delayed anticipated graduation date. This request must be submitted in writing to the Department Chair, who will make a recommendation to the Dean. There is no guarantee that a department will be able to accommodate this programmatic change due to cohort capacity limits.

All leaves of absence in the professional 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.

Complete Withdrawal

Students who elect to withdraw from the professional phase must inform their Department Chair who will then inform any clinical affiliation sites, if appropriate. The student must then meet with his/her student success coach to complete the necessary withdrawal forms. Professional 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 professional phase student, the RSHS will consider a class level change if requested at the same time as the withdrawal, depending on cohort capacity limits.

Graduation Requirements

Bachelor of Science in Health Sciences

An undergraduate student in the 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.

Master of Science in 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.

Occupational Therapy Doctorate

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 experience & project will receive an Occupational Therapy Doctorate degree.

Certification & Licensure

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 \$540.00. The NBCOT accepts applications for the examination and maintains the roster of certified occupational therapists. Presently, the test is available at most [Pearson VUE testing 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](#).

Student Organizations and Professional Associations

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 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 to 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.

PHYSICAL THERAPY

Accreditation

The Doctor of Physical Therapy program at Duquesne University is accredited by the Commission on Accreditation on Physical Therapy Education (CAPTE) 3030 Potomac Ave, Suite 100, Alexandria, VA 22305-3085; 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.

Degrees

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 5.5-year entry-level doctoral degree program in physical therapy (Doctor of Physical Therapy). Students may enter as freshmen and participate in the 5.5-year program that is comprised of three

pre-professional years and two-and-a-half professional years of study. After 5.5 years and successful completion of the professional phase, all students will earn a Doctor of Physical Therapy degree.

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

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.

Doctor Philosophy 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.

Pre-Professional Phase Academic Policies and Procedures

Academic Load

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 Department Chair in concurrence with the Dean. The coursework involved, as well as the student's background and ability to handle an increased credit or academic load, will be taken into consideration.

Good Academic Standing

- 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
 - Physical Therapy prerequisite courses include Biology I & II with labs, Fundamentals of Chemistry I & II with labs, Physics for Life Sciences I & II with labs, Introduction to Biostatistics, Introduction to Psychology, and Anatomy & Physiology I & II with labs.
 - *Effective with Fall 2022 Entry:* Physical Therapy prerequisite courses will also include Histology, Physiology I and Physiology II for students who enter the pre-professional phase of the Physical Therapy program Fall 2022 or later.

Progress Reports

Students who are at-risk of not progressing into the professional 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.

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.

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 are required to enroll in CLPR 016, Pathways to Success (1 credit) and limit their credit load to 13 credits in the subsequent semester. Other stipulations may apply and students should refer to the University Catalog for more information.

Academic Probation

Students in the Physical Therapy program who fail to meet the pre-professional academic standards will be placed on academic probation, except for first semester freshmen. Academic probation is not posted on students' transcripts. Students may only be on Academic Probation once 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 phase, the probationary status will be removed, and the student may begin the professional phase with a clean academic record.

Academic Dismissal

RSHS Pre-Professional Phase 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.
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 phase of the program.
7. The student exhibits behavior detrimental to their profession, including failure to demonstrate ethical and/or professional behavior.

Note: For information regarding dismissal from the University, please refer to pages 25-26.

Registration

Students in the pre-professional phase of their program should meet individually with their student success coach prior to registration to plan for the following semester's courses. Students are expected to register for courses online or schedule an appointment with their student success coach to register and arrive prepared with preferred and alternative course selections.

Course Sequence

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 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 phase (including clinical experiences).

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 equivalents.

Students who wish to receive College in High School credit must request an official transcript from the partnering University to 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.

Transfer Credits

Students may receive AP credits for courses according to the guidelines listed in the undergraduate catalog and on page 28. However, students must take one 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.

Courses transferred in from other colleges or universities will only be included in the credit total, not the GPA calculation for academic status. AP credits are not included in the calculation of the pre-requisite math and science GPA.

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. 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

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). If the course is a prerequisite course, the grade earned in that course will also be included in the calculation of the prerequisite GPA. 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. However, if the course is a prerequisite course, the grade earned in that course will be included in the calculation of the prerequisite GPA. The original course and grade will remain on the transcript but will not be used to calculate the 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.

Students must seek written approval from the Department Chair in order to repeat courses offered through the RSHS which are taken in the pre-professional phase.

Course Withdrawal

Students who withdraw from any RSHS course (e.g., Histology, Physiology I), even if due to circumstances beyond their control (e.g., illness, death of a family member), may be required to postpone progression 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 phase or will be dismissed.

Temporary Approved Leave of Absence

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 granted by the Department Chair, written documentation must be completed through the Office of the Dean. 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.

Requirements for Entry into Professional Phase

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. Physical Therapy prerequisite courses will also include Histology, Physiology I and Physiology II for students who enter the pre-professional phase of the Physical Therapy program Fall 2022 or later. 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 stationery 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 testing prior to students being placed in that facility for clinical affiliation experience. All costs incurred will be the responsibility of the student. Results of a drug test that are positive, dilute negative, 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 Physical Therapy 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.

Professional Phase Academic Policies

Orientation

The Department of Physical Therapy facilitates a mandatory orientation at the start of the Fall semester.

Academic Load

Throughout the entire professional phase, students can expect to carry full-time credit loads each semester. Students should carefully consider the feasibility of handling work and other obligations during this intensive and time-consuming professional portion of the program.

Students must be aware that RSHS programs are full-time day programs. 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 phase may not necessarily be consistent with the general University calendar in regard to standard final examination and vacation periods. While students are encouraged to participate in outside activities, they should also realize that the demands of the professional phase may present time constraints and conflicts with outside obligations (e.g., intercollegiate athletics, part or full-time employment). Students should contact their Department Chair to discuss these concerns.

Good Academic Standing

- 3.0 semester and cumulative GPA
- 'C' or better in all letter- graded courses
- 'P' or 'H' in all honors/pass/not pass courses

Academic Probation

Students who fail to meet the professional phase standards above will be placed on professional phase academic probation one time during the professional phase. A second violation of professional academic standing will result in a student's permanent dismissal. If a student completes the professional 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 2.00 will graduate with a Bachelor of Science in Health Sciences degree and will be dismissed from the remainder of the professional phase of their programs.

NOTE: A professional phase student who fails a required academic or clinical 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 postpone progression in the program by a minimum of one year/level or adjust his/her clinical education sequence, because a student cannot progress in the professional phase without successful completion of all required coursework and clinical education experiences in curricular sequence. Permission to alter the timeline of progression in the program is based on cohort capacity limits and is subject to approval by the Department Chair.

Academic Dismissal

RSHS Professional Phase Policy

A professional 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 phase academic probation or after entering into the professional phase on academic probation.
2. After being on professional phase academic probation or after entering the professional phase on academic probation, the student fails to achieve the required grade of 'C' or 'P/H' in a RSHS professional phase course, regardless of the semester GPA.

3. After being on professional phase academic probation or after entering the professional 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 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).

Registration

Professional 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.

Course Sequence

In the professional phase of each program, students 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.

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. 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).

Professional Phase Courses

Students who were previously on academic probation in the professional 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 phase semester and 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 phase course. Repeating a professional 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 clinical education course are required to repeat that course, which will delay graduation by at least one semester. The timing of the clinical course repetition is dependent on the length of remediation as well as the availability of a clinical placement. 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 (i.e., earn a semester GPA of less than 3.0 or earn a non-passing grade for a clinical 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.

Temporary Approved Leave of Absence

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 curriculum is sequential, any student requesting a leave of absence during this time frame also must receive permission to postpone progression in the program by a minimum of one year, which will result in a delayed anticipated graduation date. This request must be submitted in writing to the Department Chair, who will make a recommendation to the Dean. There is no guarantee that a department will be able to accommodate this programmatic change due to cohort capacity limits.

All leaves of absence in the professional 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.

Complete Withdrawal

Students who elect to withdraw from the professional phase must inform their Department Chair who will then inform any clinical affiliation sites, if appropriate. The student must then meet with his/her student success coach to complete the necessary withdrawal forms. Professional 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 professional phase student, the RSHS will consider a class level change if requested at the same time as the withdrawal, depending on cohort capacity limits.

Rehabilitation Science**Comprehensive Academic Project**

The Comprehensive Academic Project (CAP) is intended to serve a role similar to that of a traditional comprehensive or qualifying examination. The CAP is an academic experience that requires the student to demonstrate his or her depth and breadth of knowledge relevant to his or her specific concentration of study in Orthopedics and Clinical Biomechanics. The CAP will take place after all required course work is completed but before the dissertation proposal. The CAP will consist of both a written and an oral component. To proceed to candidacy, the student must pass both written and oral portions of the CAP. The written component consists of a typed manuscript written by the student in journal format, which describes a formal supervised or directed research endeavor the student experienced during his or her studies within the Rehabilitation Sciences Ph.D. program at Duquesne University. The required quality of the paper must be at a sufficiently high enough level that it may be submitted to a peer reviewed scientific journal with a reasonable chance of being accepted. The oral component must consist of a public presentation to members of the student's Program Committee and will be open to Duquesne University faculty, and students. The general format of the oral presentation is that of a professional podium presentation followed by questions and answers. The specific project selected for the CAP must be approved by the student's Program Committee prior to commencement of the project. The CAP serves as a measured directive that assesses the student's capability to successfully complete a dissertation.

Dissertation

Every student is required to complete a written dissertation and to successfully orally present and defend his/her completed dissertation. Every student working on a dissertation must maintain continuous enrollment (register each semester either for credit or for continuous registration) until the dissertation is complete. Students are strongly encouraged to become intimately familiar with dissertation format, procedures and deadlines by visiting the library's website for electronic theses and dissertations.

Transfer Credits

A maximum of 18 credits may be transferred into the PhD program. For credits to be considered acceptable, they must stem from a related post-entry level degree and be approved by both the student's program advisor and the PhD Program Director. The student is encouraged to provide all relevant documentation (i.e. syllabi and transcripts) to support his/her case related to the coursework / credits under consideration. Grades earned on transferred work must be equivalent to a 'B' or better. Courses taken on a pass/fail or satisfactory/unsatisfactory basis will be considered on a case-by-case basis. The program does not accept transfer credit for non-credit courses, including lifetime learning seminars and programs, or courses taken for Continuing Education Units.

Residency

The RSHS PhD faculty believes that the PhD student will derive maximum benefits from the program when he/she maintains fulltime study (9 credit hours per semester). The minimum residency requirement is two contiguous semesters (excluding Summer term) of full time study. The residency requirement must be met before the student is eligible for the comprehensive academic project.

Continuous Registration

A graduate student who is not registered for course or dissertation credits, but who is working toward the PhD degree must register in each semester for continuous registration and pay the assigned fee. This policy applies to a student who is studying for or preparing for the Comprehensive Academic Project while not taking course for credit, completing a dissertation or applying for graduation. Continuous registration does not apply to a student who is on a leave of absence.

Statute of Limitations

The student is expected to complete all course work and the comprehensive academic project within 5 calendar years from the date of first registration in the doctoral program. All requirements for the Ph.D. degree must be completed within 8 calendar years of enrollment. (Example: If first registration is August 2010, the eight-year limit expires August, 2018). When extenuating circumstances warrant, a student in good academic standing may request one extension of the degree time limit for a definite, stated period of time of up to one year. The student must submit a written request for an extension to his/her Faculty Advisor. The request should detail the specific circumstances that necessitate the extension. The request must be approved by the student's Program or Dissertation Committee (whichever committee is current), the PhD Program Director and the Dean.

Graduation Requirements

Bachelor of Science in Health Sciences

An undergraduate student in the entry-level doctoral degree program 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 doctoral degree.

Doctor of Physical 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 will receive a Doctor of Physical Therapy degree.

Doctor of Philosophy in 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.

Certification & Licensure

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.

Student Organizations and Professional Associations

PT-DUQ

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.

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

Accreditation

In October 2022, the Accreditation Review Commission on Education for the Physician Assistant, Inc (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. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2032. The review date is contingent upon compliance with the Accreditation Standards and ARC-PA policy.

Degrees

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.

Pre-Professional Phase Academic Policies

Academic Load

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 Department Chair in concurrence with the Dean. The coursework involved, as well as the student's background and ability to handle an increased credit or academic load, will be taken into consideration.

Good Academic Standing

- 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
 - Physician Assistant Studies science prerequisite courses include Biology I & II with labs, Fundamentals of Chemistry I & II with labs, Physics for Life Sciences I and lab, Microbiology with lab, Anatomy I & II with labs, Physiology I & II, and Histology.

Progress Reports

Students who are at-risk of not progressing into the accredited 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.

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.

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 are required to enroll in CLPR 016, Pathways to Success (1 credit) and limit their credit load to 13 credits in the subsequent semester. Other stipulations may apply and students should refer to the University Catalog for more information.

Academic Probation

Students in the Physician Assistant Studies program who fail to meet the pre-professional academic standards 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 once 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 phase, the probationary status will be removed, and the student may begin the professional phase with a clean academic record.

Academic Dismissal

RSHS Pre-Professional Phase 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.
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 phase of the program.
7. The student exhibits behavior detrimental to their profession, including failure to demonstrate ethical and/or professional behavior.

Note: For information regarding dismissal from the University, please refer to pages 25-26.

Registration

Students in the pre-professional phase of their program should meet individually with their student success coach prior to registration to plan for the following semester's courses. Students are expected to register for courses online or schedule an appointment with their student success coach to register and arrive prepared with preferred and alternative course selections.

Course Sequence

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 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 accredited phase (including clinical experiences).

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 equivalents.

Students who wish to receive College in High School credit must request an official transcript from the partnering University to 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.

Transfer Credits

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

Courses transferred in from other colleges or universities will only be included in the credit total, not the GPA calculation for academic status. AP credits are not included in the calculation of the pre-requisite math and science GPA.

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. 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

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). If the course is a science prerequisite course, the grade earned in that course will also be included in the calculation of the prerequisite science GPA. 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. However, if the course is a science prerequisite course, the grade earned in that course will be included in the calculation of the science prerequisite GPA. The original course and grade will remain on the transcript but will not be used to calculate the 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.

Students must seek written approval from the Department Chair in order to repeat courses offered through the RSHS which are taken in the pre-professional phase.

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), may be required to postpone progression 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 phase or will be dismissed.

Temporary Approved Leave of Absence

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 granted by the Department Chair, written documentation must be completed through the Office of the Dean. 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.

Requirements for Entry into Accredited Phase

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 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, dilute negative, 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 Physician Assistant Studies 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 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.

Accredited Phase Academic Policies

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.

Academic Load

Throughout the entire accredited phase, students can expect to carry full-time credit loads each semester. Students should carefully consider the feasibility of handling work and other obligations during this intensive and time-consuming accredited portion of the program.

Students must be aware that RSHS programs are full-time day programs. 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 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 accredited phase may present time constraints and conflicts with outside obligations (e.g., intercollegiate athletics, part or full-time employment). Students should contact their Department Chair to discuss these concerns.

Good Academic Standing

- 3.0 semester and cumulative GPA
- 'C' or better in all letter- graded courses
- 'P' or 'H' in all honors/pass/not pass courses

Academic Probation

Students who fail to meet the accredited phase standards above will be placed on accredited phase academic probation one time during the accredited phase. A second violation of accredited academic standing will result in a student's permanent dismissal. If a student completes the accredited phase with no further academic difficulties and meets the minimum academic standards to graduate, the student will earn his/her accredited degree. Students who do not meet the accredited degree standards, but who have a minimum of 120 credits and an overall GPA of 2.00 will graduate with a Bachelor of Science in Health Sciences degree and will be dismissed from the remainder of the accredited phase of their programs. NOTE: An accredited phase student who fails a required academic or clinical course during his/her education, regardless of overall and/or accredited 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 postpone progression in the program by a minimum of one year/level or adjust his/her clinical education sequence, because a student cannot progress in the accredited phase without successful completion of all required coursework and clinical education experiences in curricular sequence. Permission to alter the timeline of progression in the program is based on cohort capacity limits and is subject to approval by the Department Chair.

Academic Dismissal

RSHS Accredited Phase Policy

An 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 accredited phase academic probation or after entering into the accredited phase on academic probation.
2. After being on accredited phase academic probation or after entering the accredited phase on academic probation, the student fails to achieve the required grade of 'C' or 'P/H' in a RSHS accredited phase course, regardless of the semester GPA.
3. After being on accredited phase academic probation or after entering the 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 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 accredited behavior (e.g., HIPAA violation).

Registration

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.

Course Sequence

In the accredited phase of each program, students 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.

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. 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).

Accredited Phase Courses

Students who were previously on academic probation in the 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 accredited phase semester and 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 an accredited phase course. Repeating an 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 clinical course are required to repeat that course, which will delay graduation by at least one semester. The timing of the clinical course repetition is dependent on the length of remediation as well as the availability of a clinical placement. 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 (i.e., earn a semester GPA of less than 3.0 or earn a non-passing grade for a clinical 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.

Temporary Approved Leave of Absence

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 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, who will make a recommendation to the Dean. There is no guarantee that a department will be able to accommodate this programmatic change due to cohort capacity limits.

All leaves of absence in the 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.

Complete Withdrawal

Students who elect to withdraw from the accredited phase must inform their Department Chair who will then inform any clinical affiliation sites, if appropriate. The student must then meet with his/her student success coach to complete the necessary withdrawal forms. 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 accredited phase student, the RSHS will consider a class level change if requested at the same time as the withdrawal, depending on cohort capacity limits.

Graduation Requirements

Bachelor of Science in Health Sciences

An undergraduate student in the entry-level master's degree program who has completed all requirements with the minimum 3.0 cumulative Duquesne University GPA will receive a Bachelor of Science in Health Sciences degree.

Master of 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.

Certification & Licensure

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.

Student Organizations and Professional Associations

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.

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.

PUBLIC HEALTH

Degrees

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.

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).

Undergraduate Academic Policies

Academic Load

Public Health students can expect to carry 15-18 credits each semester.

Good Academic Standing

- 2.75 cumulative GPA
- 2.75 GPA in major-related courses
- 'C' or better in major-related courses

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.

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 are required to enroll in CLPR 016, Pathways to Success (1 credit) and limit their credit load to 13 credits in the subsequent semester. Other stipulations may apply and students should refer to the University Catalog for more information.

Warning, Probation, and Dismissal

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). Students are placed on academic probation if their cumulative GPA drops to the university threshold for academic probation based on credits attempted (see below).

For students who have attempted 1-30 credits, academic standing is determined based on the following:

- Academic Warning: 1.75 to 1.99 GPA
- Probation: 1.50 to 1.74 GPA
- Dismissal: Less than 1.50 GPA

For the students who have attempted 31-60 credits, academic standing is determined based on the following:

- Academic Warning: 1.85 to 1.99 GPA
- Probation: 1.75 to 1.849 GPA
- Dismissal: Less than 1.75 GPA

For the students who have attempted 61-89 credits, academic standing is determined based on the following:

- Probation: 1.85 to 1.99 GPA
- Dismissal: Less than 1.85 GPA

For the students who have attempted 90-999 credits, academic standing is determined based on the following:

- Dismissal: Less than 2.00 GPA

Registration

Students are encouraged to meet individually with their student success coach prior to registration to plan for the following semester's courses. Students are expected to register for courses online or schedule an appointment with their student success coach to register and arrive prepared with preferred and alternative course selections.

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 equivalents.

Students who wish to receive College in High School credit must request an official transcript from the partnering University to 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.

Transfer Credits

The Public Health program does not have specific transfer credit requirements for students in its program. Students must adhere to the general guidelines listed in the undergraduate catalog and on page 28. Students are also encouraged to consult with their student success coach.

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

Repeating Courses

Any student who earns a 'D' or 'F' grade in a required course will be notified of their course deficiency by the Office of the Dean. Students must repeat any required course in which a deficient grade was earned and can attempt to successfully complete a course an unlimited number of times. 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).

Temporary Approved Leave of Absence

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 granted by the Department Chair, written documentation must be completed through the Office of the Dean. 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.

Graduation Requirements

Bachelor of Arts in Public Health

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 Arts in Public Health.

Bachelor of Science in Public Health

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 Arts in Public Health.

Student Organizations and Professional Associations

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.

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.

SPEECH-LANGUAGE PATHOLOGY

Accreditation

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 (ASHA), 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 and August 1, 2023. The program is accredited through the 2030-2031 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 2024.

Degrees

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.

Pre-Professional Phase Academic Policies and Procedures

Academic Load

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 Department Chair in concurrence with the Dean. The coursework involved, as well as the student's background and ability to handle an increased credit or academic load, will be taken into consideration.

Good Academic Standing

- 3.0 semester and cumulative GPA
- 'C' or better in all courses

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.

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 are required to enroll in CLPR 016, Pathways to Success (1 credit) and limit their credit load to 13 credits in the subsequent semester. Other stipulations may apply and students should refer to the [University Catalog](#) for more information.

Academic Probation

Students in the Speech-Language Pathology program who fail to meet the pre-professional academic standards 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 once 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 phase, the probationary status will be removed, and the student may begin the professional phase with a clean academic record.

Academic Dismissal***RSHS Pre-Professional Phase 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.
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 phase of the program.
7. The student exhibits behavior detrimental to their profession, including failure to meet ethical and/or professional standards.

For information regarding dismissal from the University, please refer to pages 25-26.

Registration

Students in the pre-professional phase of their program should meet individually with their student success coach prior to registration to plan for the following semester's courses. Students are expected to register for courses online or schedule an appointment with their student success coach to register and arrive prepared with preferred and alternative course selections.

Course Sequence

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 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 phase (including clinical experiences).

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 equivalents.

Students who wish to receive College in High School credit must request an official transcript from the partnering University to 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.

Transfer Credits

The Speech-Language Pathology program does not have specific transfer credit requirements for students in its program. Students must adhere to the general guidelines listed in the undergraduate catalog and on page 28. Students are also encouraged to consult with their student success coach.

Courses transferred in from other colleges or universities will only be included in the credit total, not the GPA calculation for academic status. AP credits are not included in the calculation of the pre-requisite math and science GPA.

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. 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

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.

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.

Students must seek written approval from the Department Chair in order to repeat courses offered through the RSHS which are taken in the pre-professional phase.

Course Withdrawal

Students who withdraw from any RSHS course (e.g., Phonetics), even if due to circumstances beyond their control (e.g., illness, death of a family member), may be required to postpone progression 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 phase or will be dismissed.

Temporary Approved Leave of Absence

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 granted by the Department Chair, written documentation must be completed through the Office of the Dean. 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.

Requirements for Entry into Professional Phase

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 testing prior to students being placed in that clinical site for clinical education experiences. All costs incurred are the responsibility of the student. Positive drug tests will affect a student's standing in the academic program. Results of drug test that are positive, unexplained, and without a valid prescription will affect a student's standing in the academic program.

4. All professional phase students must attend the SLP Professional Phase Orientation held during the first week of the Fall semester. This orientation requirement applies to both first and second-year professional phase students, though typically only a one-day orientation takes place for students in the second year of the professional phase.
5. Entrance into the professional phase is subject to departmental approval. The Speech-Language Pathology 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.

Professional Phase Academic Policies

Orientation

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

Academic Load

Throughout the entire professional phase, students can expect to carry full-time credit loads each semester. Students should carefully consider the feasibility of handling work and other obligations during this intensive and time-consuming professional portion of the program.

Students must be aware that RSHS programs are full-time day programs. In the Speech-Language Pathology program, in year 2 of the professional phase, courses are offered in the evenings to accommodate clinical experiences in the community. In the first year of the professional phase, students are expected to be

available for academic and clinical coursework between 8:30 and 6:30. Students must take into consideration that their academic and clinical experiences may include evenings, weekends and holidays; students' schedules in the professional phase may not necessarily be consistent with the general University calendar in regard to standard final examination and vacation periods. While students are encouraged to participate in outside activities, they should also realize that the demands of the professional phase may present time constraints and conflicts with outside obligations (e.g., intercollegiate athletics, part or full-time employment). Students should contact their Department Chair and/or Director of Clinical Education to discuss these concerns.

Good Academic Standing

- 3.0 semester and cumulative GPA
- 'C' or better in all letter- graded courses
- 'P' pass/not pass courses

Academic Probation

Students who fail to meet the professional phase standards above will be placed on professional phase academic probation one time during the professional phase. A second violation of professional academic standing will result in a student's permanent dismissal. If a student completes the professional 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 2.00 will graduate with a Bachelor of Science in Health Sciences degree and will be dismissed from the remainder of the professional phase of their programs. NOTE: A professional phase student who fails a required academic or clinical 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 postpone progression in the program by a minimum of one year/level or adjust his/her clinical education sequence, because a student cannot progress in the professional phase without successful completion of all required coursework and clinical education experiences in curricular sequence. Permission to alter the timeline of progression in the program is based on cohort capacity limits and is subject to approval by the Department Chair.

Academic Dismissal

RSHS Professional Phase Policy

A professional 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 phase academic probation or after entering into the professional phase on academic probation.
2. After being on professional phase academic probation or after entering the professional phase on academic probation, the student fails to achieve the required grade of 'C' or 'P/H' in a RSHS professional phase course, regardless of the semester GPA.
3. After being on professional phase academic probation or after entering the professional 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 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).

Registration

Professional phase students will be registered by their student success coach. These students are not required to schedule individual appointments; however, students are welcome to schedule appointments with their Student Success Coach at any time, as needed.

Course Sequence

In the professional phase of each program, students 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.

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. 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).

Professional Phase Courses

Students who were previously on academic probation in the professional 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 phase semester and 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 phase course. Repeating a professional 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 clinical course are required to repeat that course, which will delay graduation by at least one semester. The timing of the clinical course repetition is dependent on the length of remediation as well as the availability of a clinical placement. 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 (i.e., earn a semester GPA of less than 3.0 or earn a non-passing grade for a clinical 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.

Temporary Approved Leave of Absence

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 curriculum is sequential, any student requesting a leave of absence during this time frame also must receive permission to postpone progression in the program by a minimum of one year, which will result in a delayed anticipated

graduation date. This request must be submitted in writing to the Department Chair, who will make a recommendation to the Dean. There is no guarantee that a department will be able to accommodate this programmatic change due to cohort capacity limits.

All leaves of absence in the professional 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.

Complete Withdrawal

Students who elect to withdraw from the professional phase must inform their Department Chair who will then inform any clinical affiliation sites, if appropriate. The student must then meet with his/her student success coach to complete the necessary withdrawal forms. Professional 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 professional phase student, the RSHS will consider a class level change if requested at the same time as the withdrawal, depending on cohort capacity limits.

Graduation Requirements

Bachelor of Science in Health Sciences

An undergraduate student in the entry-level doctoral degree program 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 master's degree.

Master of Science

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.

Certification & Licensure

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; <http://www.asha.org/certification/>). 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 5331 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](#) (5331) 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.

For additional information, refer to the Speech-Language Pathology Clinical Education Policy & Procedures Manual.

Student Organizations and Professional Associations

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.

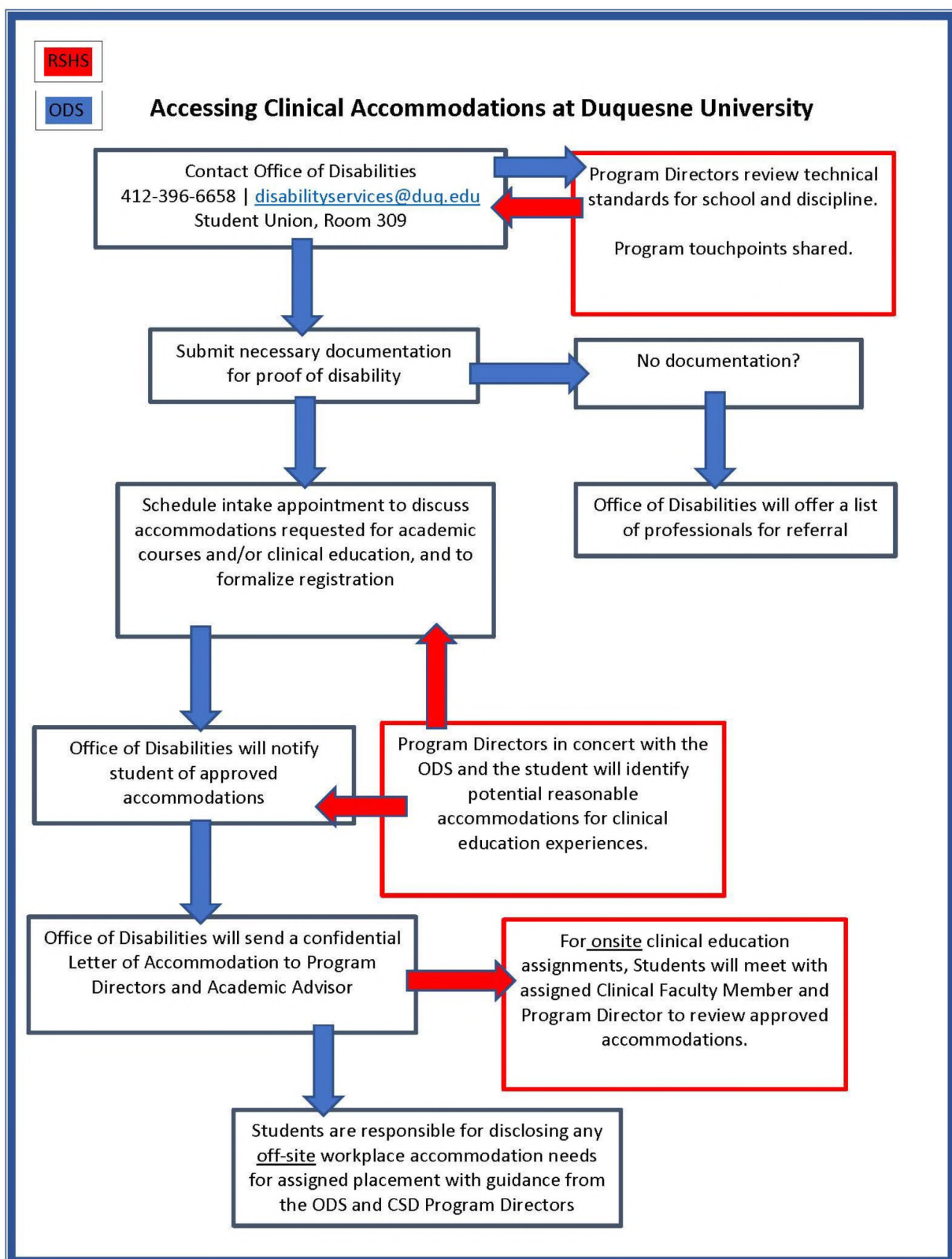
Pennsylvania Speech-Language-Hearing Association (PSHA)

PSHA is the state professional organization. Student membership is encouraged.

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.

Appendix A: Clinical Accommodations Access Flowchart



Appendix B:

RSHS Student Code of Conduct

In April of 2009, representatives of the RSHS student body and a group of faculty led by the Rangos Rizakus Chair worked collaboratively to develop a description of the professional expectations of all RSHS students. The outcome of their work appears below and is an unambiguous statement of the expectations they hold for all RSHS students who will earn a degree from Duquesne University.

Preamble:

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

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

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

RSHS Student Code of Conduct Guidelines

Introduction

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

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

DO:

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

DON'T:

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

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

DO:

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

DON'T:

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

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

DO:

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

DON'T:

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

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

essential professional learning and/or evaluation.

DO:

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

DON'T:

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

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

DO:

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

DON'T:

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

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

DO:

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

DON'T:

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

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

DO:

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

DON'T:

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

summary of the questions and/or a summary of the answers to a previous exam, a concentrated review made from a previous exam, or an actual copy of the original exam.

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

DO:

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

DON'T:

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

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

DO:

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

DON'T:

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

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

Appendix C:

RSHS STUDENT STANDING COMMITTEE APPEAL FORM

The appeal process should be discussed with the respective Student Success Coach before a formal appeal is sent to the Student Standing Committee, as stated in the RSHS Academic Student Handbook. Appeals to the Student Standing Committee should be submitted in writing within the specified period of time indicated in the initial notification letter. You may add information regarding your appeal to the form below or you may use this form as a guide in writing your appeal letter. Supporting documentation (e.g., letter from physician) must be included.

Name: _____ Date: _____
 Mailing Address: _____
 Email Address: _____ Telephone: _____
 Major Area of Study: _____ Year in Program: _____
 Name of Academic Advisor: _____

Specific Statement of Request / Reason for Appeal:

Detailed Explanation and Timeline of the Extenuating Circumstance(s):

Supporting Evidence/ Documentation

Description of Steps Taken to Remedy the Situation:

Requested Outcome:

****Please attach relevant background documentation.****

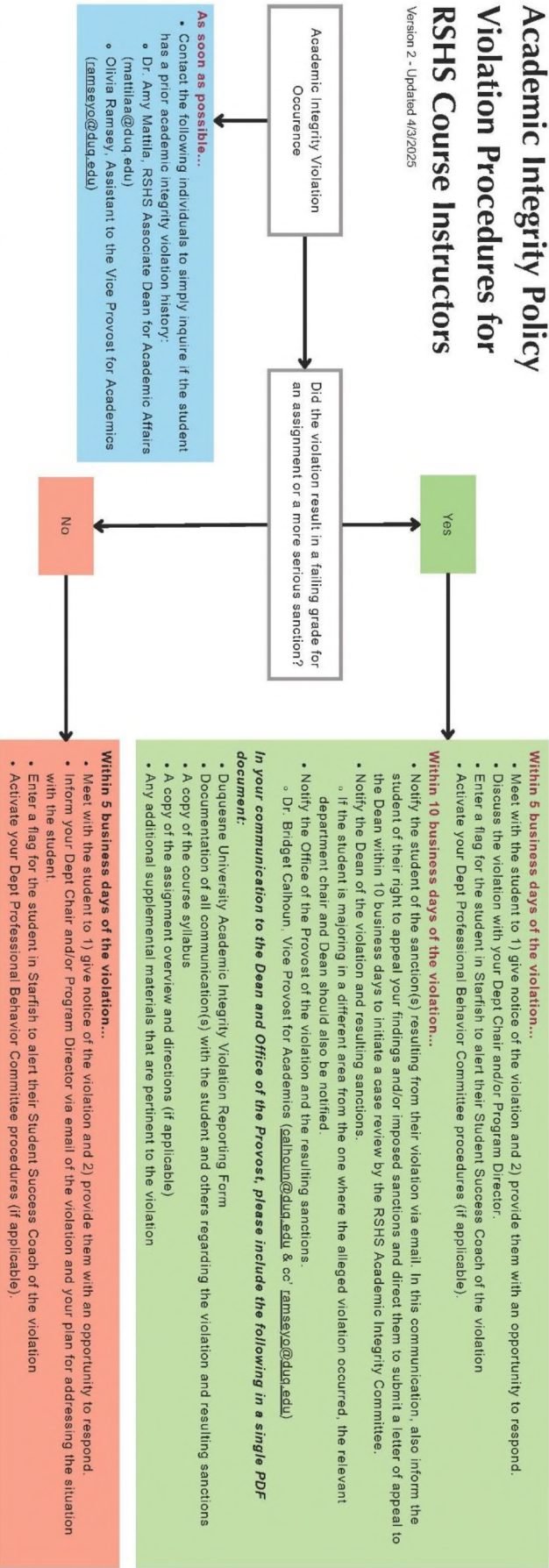
Documents may be sent via email (rshsacademics@duq.edu)

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Appendix D:

Academic Integrity Policy Violation Procedures for RSHS Course Instructors

Version 2 - Updated 4/3/2025



ADDITIONAL INFORMATION REGARDING THE APPEAL PROCESS:

- Upon receiving a letter of appeal, the Dean will immediately activate the RSHS Academic Integrity Committee and provide them with the submitted documentation of the case and a summary of the student's academic performance to date. If the student is not enrolled in a RSHS program, the Dean will also notify the Dean of the student's School/College/Program that an academic integrity violation occurred.
- The RSHS Academic Integrity Committee will review the case materials provided to them and email the Dean their findings and recommended sanctions within **10 business days of being activated**.
- The Dean will review the documentation provided by the course instructor and findings of the RSHS Academic Integrity Committee and may impose the sanctions as recommended, impose a lesser sanction(s), or determine that no violation occurred. The Dean will notify the student of their final decision via email within **5 business days of receiving the RSHS Academic Integrity Committee findings**. In this communication, the Dean will also inform the student of their right to appeal their findings and/or imposed sanctions to the University-level Academic Integrity Appeals Committee and direct them to submit a letter of appeal to the Office of the Provost (Dr. Bridget Calhoun, Vice Provost for Academics, calhoun@duq.edu & cc: ramsey@duq.edu) within 10 business days. If the student is not enrolled in a RSHS program, the Dean of the student's School/College/Program will also be notified of the outcome of the RSHS appeal process. The Dean will also send the outcome of the RSHS appeal process to the Office of the Provost (Dr. Bridget Calhoun, Vice Provost for Academics, calhoun@duq.edu & cc: ramsey@duq.edu) for their records.
- Upon receiving a letter of appeal, the Office of the Provost will activate the University Academic Integrity Appeals Committee and provide them with the documentation submitted by the course instructor and all documents associated with the RSHS school-level appeal process and outcome.
- The University Academic Integrity Appeals Committee will review the case and send its recommendations regarding the violation via email to the Office of the Provost (Dr. Bridget Calhoun, Vice Provost for Academics, calhoun@duq.edu & cc: ramsey@duq.edu) within **15 business days of being activated**.
- The Provost or their designee will inform the student of the outcome in writing within **5 business days of receiving the University Academic Integrity Committee findings**.

[CLICK HERE for the University's Academic Integrity Policy and Procedures](#)