University of St. Augustine
for Health Sciences

CALIFORNIA | FLORIDA | TEXAS

Clinical Excellence Through Graduate Education

CATALOG

September 1, 2016 - August 31, 2017

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University of St. Augustine for Health Sciences
General Catalog

September 1, 2016–August 31, 2017

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San Diego Sunset

Austin Skyline

St. Augustine and One of the Two Lions at the Entrance to the Bridge of Lions

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Message from the President

Welcome to our University Catalog 2016–2017. This document outlines our admission requirements, academic policies, and educational programs.

This University prides itself on providing contemporary, evidence-informed programs that present students with many engaging and interprofessional learning opportunities designed to meet their professional development goals. The graduates from our programs are known for their dedication to professionalism and lifelong learning that promotes their respective professions.

Our faculty is varied and passionate about their chosen professions. Many faculty members have release time to practice clinically and are encouraged to pursue scholarship in their respective specialty areas to better provide evidence in the courses and influence current practice standards.

We offer flexible approaches to educational delivery that can meet the needs of the adult learner utilizing web-based, classroom, and laboratory learning activities. With four campus locations in the United States and use of online course delivery, we are able to offer access and flexible options in many of our degree programs. We attract students from across the country and internationally, which gives our programs a global perspective in health care delivery.

The University achieves its values by keeping our attention on student success in meeting expected learning outcomes, current trends in health care and education, and leadership in our professions—all while achieving an innovative, compassionate learning environment.

Thank you for taking the time to learn about the University of St. Augustine for Health Sciences and all that it has to offer.

Wanda B. Nitsch, PT, PhD

President/Chief Academic Officer

San Marcos, California, Campus

Austin, Texas, Campus

St. Augustine, Florida, Campus

Miami, Florida, Campus

GENERAL INFORMATION

STATE LICENSURE, APPROVALS, AND AUTHORIZATION

The University's approval to operate as a private, postsecondary institution in the State of California is based on provisions of the California Private Postsecondary Education Act (CPPEA) of 2009 (California Education Code, Title 3, Division 10, Part 59, Chapter 8), which became effective January 1, 2010. The Bureau for Private Postsecondary Education approves the University of St. Augustine for Health Sciences' San Marcos, California, campus. Information regarding the San Marcos programs or any questions a student may have regarding this Catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, 916-431-6959, or www.bppe.ca.gov. A student or any member of the public may file a complaint about the University with the Bureau for Private Postsecondary Education.

This approval in California includes the Doctor of Physical Therapy (DPT), the Master of Occupational Therapy (MOT), the Flex Master of Occupational Therapy (Flex MOT), the Flex Doctor of Physical Therapy (Flex DPT), the Doctor of Occupational Therapy, the transitional Doctor of Physical Therapy (tDPT), the Doctor of Occupational Therapy, Post Professional (OTD), Master of Health Science (MHS), Master of Science in Nursing (MSN), Master of Health Administration (MHA), Doctor of Education (EdD), and Doctor of Health Science (DHSc) degrees.

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

This licensure for the St. Augustine, Florida, campus includes the Doctor of Physical Therapy (DPT), the Master of Occupational Therapy (MOT), the Doctor of Occupational Therapy (OTD), the transitional Doctor of Physical Therapy (tDPT), the Doctor of Occupational Therapy, Post Professional (OTD), the Master of Health Science (MHS), Master of Science in Nursing (MSN), Master of Health Administration (MHA), Doctor of Education (EdD), and the Doctor of Health Science (DHSc) degrees. Continuing education courses are not under the purview of the CIE.

The University of St. Augustine for Health Sciences' Miami, Florida, campus includes the Doctor of Physical Therapy program, Master of Occupational Therapy and Doctor of Occupational Therapy degrees.

The Texas Higher Education Coordinating Board approved the University of St. Augustine for Health Sciences to offer the Doctor of Physical Therapy (DPT) degree, Flex Doctor of Physical Therapy (Flex DPT) degree, Master of Occupational Therapy (MOT), Doctor of Occupational Therapy, and Master of Science in Nursing (MSN) degree programs on the Austin, Texas, campus.

The University of St. Augustine for Health Sciences is licensed by the Alabama Department of Postsecondary Education and approved by the Alabama Commission on Higher Education.

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

The University of St. Augustine for Health Sciences is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every 2 years. Licensed institutions have met minimal operational standards set forth by the state, but licensure

does not constitute accreditation, guarantee the transferability of credit, or signify that programs are certifiable by any professional agency or organization.

The University of St. Augustine for Health Sciences is registered with the Maryland Higher Education Commission for its Doctor of Occupational Therapy, Post Professional (OTD), transitional Doctor of Physical Therapy (tDPT), Doctor of Health Science (DHSc), and Doctor of Education (EdD) degree programs and is authorized to offer the Doctor of Physical Therapy (DPT) and Master of Occupational Therapy (MOT) programs.

The University of St. Augustine for Health Sciences is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. Minnesota Office of Higher Education, 1450 Energy Park Dr., Suite 350, St. Paul, MN 55108, www.ohe.state.mn.us, 651-642-0533.

University of St. Augustine for Health Sciences is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes the University of St. Augustine for Health Sciences to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at PO Box 43430, Olympia, WA 98504-3430.

ACCREDITATIONS AND APPROVALS

The University of St. Augustine for Health Sciences is accredited by the WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, #100, Alameda, CA 94501, 510-748-9001.

The Commission on Accreditation in Physical Therapy Education (CAPTE) accredited the first professional Physical Therapy program in October 1996 and re-accredited the program in April 2001 and in November 2011. The part-time Flexible Doctor of Physical Therapy (Flex DPT) program in St. Augustine, Florida, was accredited by CAPTE in October 2004 and re-accredited in November 2011. The Doctor of Physical Therapy (DPT) program (both the full-time and part-time Flexible programs) in San Marcos, California, was approved in April 2007 and re-accredited in November 2011. The full-time DPT program in Austin, Texas, was approved in November 2011 and the Flex DPT program in 2013. The full-time DPT program in Miami, Florida, was approved in May 2016. Graduates take the national licensing examination administered by the Federation of State Boards of Physical Therapy (FSBPT). In addition, all states require licensure to practice. After successful completion of the national exam and receiving state licensure, the individual will be a physical therapist (PT). A felony conviction may affect a graduate's ability to sit for the FSBPT examination or to attain state licensure. Additional information regarding this accreditation is available by contacting the Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314, 800-999-2782, ext. 3240, or www.capteonline.org.

The first professional Master of Occupational Therapy program was accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) in April 1999 and re-accredited in April 2009. The California MOT program received accreditation from ACOTE in the fall of 2010. The

Flex MOT program received approval from ACOTE in May 2012. The Austin, Texas, MOT program received accreditation from ACOTE in 2015. Graduates take the certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist (OTR). In addition, most states require licensure to practice. State licenses are usually based on this NBCOT certification. A felony conviction may affect a graduate's ability to sit for the NBCOT examination or to attain state licensure. For more information about the occupational therapy accreditation process contact the Accreditation Council for Occupational Therapy Education (ACOTE), 4720 Montgomery Lane, Bethesda, MD 20824-1220, 301-652-2682.

The University of St. Augustine has been accredited as an Authorized Provider by the International Association for Continuing Education and Training (IACET), 1760 Old Meadow Road, Suite 500, McLean, VA 22102. In obtaining this approval, the University of St. Augustine has demonstrated that it complies with the ANSI/IACET Standard which is widely recognized as the standard of good practice internationally. As a result of their Authorized Provider accreditation status, the University of St. Augustine is authorized to offer IACET continuing education units (CEUs) for its programs that qualify under the ANSI/IACET Standard.

The Orthopaedic Manual Physical Therapy Fellowship was accredited by the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE) in 2013 and the Clinical Orthopaedic Residency program was accredited by ABPTRFE in 2010.

MISSION STATEMENT OF THE UNIVERSITY

The mission of the University of St. Augustine for Health Sciences is the development of professional health care practitioners through innovative, individualized, and quality classroom, clinical, and distance education.

CORE VALUES

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

INSTITUTIONAL LEARNING OUTCOMES

As a result of their educational experiences at the University of St. Augustine, graduates will achieve the following:

- Employ the skills necessary to engage in lifelong learning through intellectual inquiry
    - Promote the value of lifelong learning
    - Demonstrate information literacy
    - Analyze knowledge and skills to formulate a plan for self-improvement
    - Teach and mentor others
- Apply an interdisciplinary approach to solving problems

    - Foster respect in the values and roles of interdisciplinary professionals
    - Determine the need for interdisciplinary collaboration
    - Practice interdisciplinary teamwork and communication
    - Recognize self-limitations and the need for referral
- Utilize effective practice based on foundational knowledge and professional skills
    - Perform safe and competent skills as a clinician/researcher/educator
    - Apply the evidence to decision making across various aspects of practice
    - Promote the use of evidence in the workplace
    - Seek knowledge to stay current with practice standards
- Use effective professional communication
    - Appreciate the value of professional communication in daily interactions
    - Demonstrate professional communication across diverse groups and varied situations
    - Evaluate appropriate communication strategies
    - Build rapport with all types of people
- Exhibit professionalism, integrity, and ethical standards
    - Reflect on the value of professionalism in daily interactions
    - Demonstrate appropriate ethical and moral choices (in practice settings) which are in the best interest of the client
    - Apply non-judgmental approach in decision making by respecting values and beliefs of people from a variety of backgrounds
- Display leadership skills in a given profession
    - Define the role of leadership in professional advocacy
    - Promote the profession and one's abilities in a positive, constructive manner
    - Exhibit personal leadership development
    - Use effective organization and time management for efficient practice
- Apply evidence to decision making across various aspects of practice
    - Utilize critical thinking, logic, and sound reasoning when making decisions
    - Practice intellectual independence
    - Evaluate the problems, solutions, and consequences of current practice issues
    - Use flexible and creative thinking to solve problems

FINANCIAL RESOURCES

The University of St. Augustine for Health Sciences has no pending petition in bankruptcy nor operates as a debtor in possession. The University has not filed a petition within the preceding 5

years, nor has the University had a petition in bankruptcy filed against it within the preceding 5 years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

DEGREES OFFERED

The University awards the following first professional degrees:

> The Master of Occupational Therapy (MOT) degree program is offered in two formats: (1) a full-time, 6-trimester program which takes 2 years to complete, and (2) a 10-trimester (3 years and 4 months) flexible program that combines online courses with weekend labs.
>
> The Doctor of Physical Therapy (DPT) programs are offered in two formats: (1) a full-time, 7-trimester program which takes 2 years and 4 months to complete, and (2) a 12-trimester (4 years) flexible program that combines online courses with weekend labs.
>
> There is also a dual degree option where a student can complete the MOT degree and then the DPT degree on a full-time basis in 10 trimesters (3 years and 4 months).

These degrees are offered on the following campuses:

San Marcos, California

- Master of Occupational Therapy (MOT)
- Doctor of Physical Therapy (DPT)
- Flex Doctor of Physical Therapy (Flex DPT)
- MOT and DPT Dual Degree Option

Austin, Texas

- Master of Occupational Therapy (MOT)
- Doctor of Physical Therapy (DPT)
- Flex Doctor of Physical Therapy (Flex DPT)
- MOT and DPT Dual Degree Option

St. Augustine, Florida

- Master of Occupational Therapy (MOT)
- Flex Master of Occupational Therapy (Flex MOT)
- Doctor of Physical Therapy (DPT)
- Flex Doctor of Physical Therapy (Flex DPT)
- MOT and DPT Dual Degree Option

Miami, Florida

- Doctor of Physical Therapy (DPT)

There are six post-professional degrees offered through a variety of opportunities, including online learning activities, nationwide seminars, and on-campus residencies.

- The transitional Doctor of Physical Therapy (tDPT) degree is for those individuals with either a bachelor's or master's degree in physical therapy. The requirements for this degree

vary depending upon previous coursework and interest area. The transitional DPT degree uses a combination of seminar/distance education and online courses.

- The Doctor of Occupational Therapy, Post Professional (OTD) degree is for those individuals with either a bachelor's or master's degree in occupational therapy. This degree may be earned by attending seminars or through online learning.
- The Master of Health Science (MHS) degree is for those individuals with either a bachelor's or master's degree in Health Sciences. The MHS degree is offered in an online format and includes a 5-day, on-campus residency.
- The Master of Science in Nursing (MSN) degree is for registered nurses who already hold a Bachelor of Science in Nursing degree. Specialty roles currently offered include nurse educator, nurse executive, and nurse informaticist. The program is offered online with practicum hours with a preceptor in the student's own community.
- The Doctor of Education (EdD) degree is for health care providers with either a master's degree or a clinical doctorate. The EdD degree is offered in an online format and includes two weekend clinical residencies.
- The Doctor of Health Science (DHSc) degree is for physical and occupational therapists with either a master's degree or a clinical doctorate. Students take part in designing a curriculum that is online, in seminar format, or a combination of both. There are two weekend doctoral residency courses.

PHILOSOPHY OF DISTANCE/ONLINE EDUCATION

The University of St. Augustine intends to provide a delivery method of education that not only excels in quality but is unique in performance. We aim to provide an education that facilitates rich learning environments; that includes opportunities for acquiring basic and advanced skills, knowledge, and conceptual understanding; and that has relevance to the health and clinical sciences. The education provided should not function as an isolated dimension of intellectual activity but as a contribution to learners' development of strong identities—as individual learners and participants in meaningful social and educational practice.

Methods for Delivery of Education Courses

The University of St. Augustine offers a variety of formats in educational delivery. Below is a summary of such offerings:

- *Pure Online Course* - This course format offers content that is delivered purely online. Most often you will have scheduled interaction with an experienced faculty member as well as your other classmates. Occasionally, a pure online course may offer you the opportunity to work at your own pace and interact only with your assigned faculty member.
- *Combination Laboratory/Online Course* - This course format offers lecture-type materials in an online format with weekend laboratory sessions in a face-to-face (traditional) format. In many cases the online course materials will be reviewed prior to attending the weekend laboratory sessions.
- *Traditional Lecture/Laboratory* - A course delivered in an exclusively live format (not online) in a classroom or laboratory.

- *Seminar/Online* - This means you will need to first attend a seminar. The most up-to-date seminar calendar is available under Continuing Education on the University's website, www.usa.edu. You will be able to see when and where seminars are being provided. Secondly, after attending the seminar, you will need to complete the online course that corresponds with the seminar you attended.
- *Residency* - These courses require you to be on site.
- *Blended Learning* - This format offers materials in both online and face-to-face (traditional) format.
- *Clinical Education* - Some programs require students to spend a designated number of hours practicing in a patient-care setting under the supervision of a licensed health care practitioner. Depending on the program, the title of these courses can vary: for example, in occupational therapy these are called fieldwork, in physical therapy internship, and in nursing practicums.

UNIVERSITY HISTORY (PRIOR TO BECOMING A UNIVERSITY)

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

In 1979, the University formally known as the Institute of Graduate Health Sciences (the Institute) was founded. The State of Georgia granted authority to offer a clinically-based, post-professional (advanced) Master of Science in Physical Therapy (MScPT) degree. Thus, the Institute became the first independent proprietary school in physical therapy able to confer a graduate degree.

In 1981, the Institute began a certification process in manual therapy wherein candidates, after taking a series of courses, were examined in their written, oral, and practical abilities. Successful candidates were awarded a Certificate of Competency. There are now four certifications: Manual Therapy; Sports Physical Therapy; Primary Care; and Craniomandibular, Head, Neck, and Facial Pain.

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

Growth and Development

The following bulleted items outline the programmatic and campus development of the current University:

- In 1994, the Institute commenced a first professional degree in physical therapy—the Master of Physical Therapy (MPT). This program was accredited by the Commission on Accreditation in Physical Therapy (CAPTE) in October 1996 and reaccredited in 2001 and 2011.
- In 1996, the Institute of Occupational Therapy was founded to offer a Master of Occupational Therapy (MOT) degree, a first professional program. The MOT program was

accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) in April 1999 and was reaccredited in April 2009.

- On March 4, 1997, the organization formally became the University of St. Augustine for Health Sciences. Also in 1996–97, the University entered into contracts to purchase a small private hospital and an adjoining 26 acres of land at the Flagler Health Park Campus in St. Augustine, thus creating the University's current St. Augustine, Florida, campus.
- In 1999, the University began the dual degree option whereby a student may earn a Master of Occupational Therapy (MOT) degree and a Master of Physical Therapy (MPT) degree concurrently.
- In January 1, 2000, the University was authorized by the State Board of Independent Colleges and Universities (SBICU) to award the transitional Doctor of Physical Therapy (tDPT) degree, to restructure the MScPT degree to a Master of Health Sciences (MHSc) degree, and to implement a Doctor of Health Sciences (DHSc) degree.
- In 2001, the University was given authorization by the Florida Commission for Independent Education for the Department of Education (CIE) to award the first professional Doctor of Physical Therapy (DPT). This replaced the first professional Master of Physical Therapy (MPT). Also approved were the transitional Doctor of Physical Therapy (tDPT) and the Doctor of Occupational Therapy, Post Professional (OTD), both post-professional degrees.
- In 2003, the University began to offer the manual physical therapy fellowship which was approved by the American Physical Therapy Association (APTA) as a credentialed fellowship in orthopaedic manual therapy in 2003 and re-credentialed in 2008 and currently undergoing re-credentialing.
- The University received accreditation and licensure in 2004 to begin a Flexible Doctor of Physical Therapy (Flex DPT) program in Boca Raton, Florida, and gained accreditation by CAPTE. It is an expansion of the campus-based program requiring part time attendance with online education and weekend labs. The Flex DPT program was moved from Boca Raton to the St. Augustine campus in 2010.
- In June 2006, the University broke ground on a 98,000 square foot academic and clinic building at the St. Augustine campus. The building was completed in August 2007. Amenities include labs, seven classrooms, separate wet and dry anatomy labs, fitness center, and physical therapy clinic.
- In 2007, the University received approval from the California Bureau for Private, Postsecondary and Vocational Education and CAPTE to begin an expansion of the DPT program in San Diego, California. This campus officially opened August 29, 2007. The San Diego campus began offering the Flex DPT program in September 2008.
- Dr. Stanley Paris, the founding president, retired on August 4, 2007, and Dr. Michael Hillyard, DPA, was inaugurated as the second president of the University. In 2009, Dr. Hillyard resigned and Dr. Paris resumed the presidency of the University.
- In January 2009, the San Diego campus moved to a 76,000 square foot, three-building corporate center in San Marcos, California. The University received "developing program status" from ACOTE for the San Marcos program, which allowed the inaugural class to begin in fall 2009. The dual degree option also began in fall 2009.

- The University received accreditation and licensure in 2009 to begin to offer the Doctor of Education (EdD) degree.
- In 2010, the University received approval from CIE to restructure the Doctor of Health Science (DHSc) degree. The Distance Education Accrediting Commission approved accreditation of the DHSc degree in 2010.
- The University began offering the Master of Orthopaedic Physician Assistant (MOPA) degree in May 2011. In April 2011, the California Bureau for Private Postsecondary Education approved all degrees offered by the University to be available on the California campus. In May of 2013, the name of the MOPA program was changed to Master of Orthopaedic Assistant (MOA).
- On April 16, 2011, Dr. Wanda Nitsch was inaugurated as the fourth president of the University of St. Augustine for Health Sciences. The University headquarters was moved to San Marcos, California.
- In September 2011, the University was approved by the Texas Workforce Commission to offer the Doctor of Physical Therapy (DPT) degree in Austin, Texas, commencing the fall of 2012. The Texas Higher Education Coordinating Board gave approval in October 2011. Construction on the Austin campus commenced in February 2012 and opened with its inaugural DPT class in August 2012.
- The Accreditation Council for Occupational Therapy Education (ACOTE) gave approval to the University to begin to offer the Master of Occupational Therapy (MOT) degree in a flexible online and weekend format in May 2012. Students started in this program in January 2013 on the St. Augustine, Florida, campus.
- The Flex DPT and full-time MOT programs were approved by their respective accrediting agencies to begin a cohort of students on the Austin, Texas, campus in Fall 2014.
- In November 2013, the University became part of the Laureate International Universities network. Laureate is one of the world's largest providers of postsecondary programs in the health sciences with more than 30 institutions in 16 countries and online. Overall, the Laureate network of more than 82 campus-based and online universities offers undergraduate and graduate degree programs to over 1 million students in 29 countries throughout the Americas, Europe, Africa, Asia, and the Middle East.
- In July 2014, the University achieved regional accreditation through the WASC Senior College and University Commission (WSCUC).
- In 2015, the University began the MHS degree and opened the Miami, Florida, campus.
- In 2016 approvals were obtained to begin a DPT program on the Miami campus and an online Master of Science in Nursing Program.
- The University voluntarily resigned accreditation with the Distance Education Accrediting Commission on May 31, 2016, concluding a successful relationship of 23 years.

In the last several years, the University has been growing at a healthy pace, adding programs, faculty, and facilities to meet the needs of health care in this time of great change and challenge. The University will continue to be a leader in providing meaningful educational experiences in areas and directions that both health care providers and consumers require.

THE CAMPUSES

The University's California campus, the administrative headquarters, is located at 700 Windy Point Drive, San Marco, CA 92069. The California campus location is comprised of three buildings, housing over 76,000 square feet of laboratories, classrooms, a library, a student wellness center, and student areas. The California campus is open from 7:00 a.m. to 10:00 p.m., 7 days a week, excluding holidays and trimester breaks (these dates can be located on the Academic Calendar). Administrative offices are open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

The University's St. Augustine, Florida, campus is located at 1 University Blvd, St. Augustine, FL 32086 on a 26 acre site. The academic building houses classrooms, laboratories, a library, clinics, and a student wellness center. An administrative building houses student services and offices for faculty and staff, as well as a simulation lab. The St. Augustine campus is open from 7:00 a.m. to 10:00 p.m., 7 days a week, excluding holidays and trimester breaks trimester breaks (these dates can be located on the Academic Calendar). Administrative offices are open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

The University's Texas campus is located at 5401 La Crosse Ave., Austin, TX 78739. The campus consists of one building with administrative offices, library, laboratories, and collaborative learning spaces. A second building was completed in 2014 with additional classrooms, labs, and a student lounge. A third building was completed in 2015 and includes a rehabilitation clinic and wellness center. The Austin campus is open from 8:00 a.m. to 10:00 p.m., Monday through Friday, and 8:00 a.m. to 10:00 p.m. on Saturdays and Sundays, excluding holidays and trimester breaks (these dates can be located on the Academic Calendar). Administrative offices are open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

The Miami, Florida, campus is located at 11410 N.W. 20th Street, Miami, FL 33172. The campus consists of 13,309 square feet on the first floor, which houses the administrative offices, classrooms, labs, a library, testing rooms, study space, and a student lounge. The Miami campus is open from 8:00 am to 5:00 pm Monday through Friday. Administrative offices are open from 8:00 am to 5:00 pm Monday through Friday.

Clinical Sites

The University has affiliations with clinical sites nationwide and internationally for the clinical portion of the student's experience. Not all sites are available each term for student assignment. The clinical education faculty will communicate with students regarding the protocol for clinical placement.

LEARNING RESOURCE CENTER

The University's Learning Resource Center, comprised of the University Library and the Computer Lab, with branches at all campuses of the University, offers students and faculty convenient access to current health sciences information through the library's collection of books, journals, videos, OT assessments, anatomy models, treatment tables, eBooks, online journals, and online databases. The Learning Resource Center's holdings include over 3,000 books, including eBooks, full text access to over 20,000 journals, and dozens of videos to support the University's curriculum. Each branch of the Learning Resource Center is open and staffed more than 80 hours per week during regular academic sessions, with electronic resources available remotely 24/7. The Learning Resource Center offers many services, including answering questions (in person or via phone, e-mail or chat), article requests, and a copy center. Trained and knowledgeable library staff are available to provide formal and informal library and information literacy instruction. Each Learning Center's Computer

Lab has multiple workstations with Internet and printer access to facilitate students in their research and academic work. See the Library tab of MyUSA for full details.

ST. AUGUSTINE, FLORIDA

St. Augustine, the nation's oldest city, has nearly 450 years of history reflecting occupation by the French, Spanish, and British. Careful attention to retaining history and archaeological sites reflects the pride local residents have in the city's heritage. Over four million visitors each year experience the city's history, culture, and charm.

St. Augustine is known for its historic sites, festivals, unspoiled beaches, moderate climate, attractions, and shopping. Some visitors come to experience the Fort Castillo de San Marcos or to marvel at the Spanish architecture, churches, and Flagler College with its Tiffany glass. They also enjoy the parks, carriage rides, boat or walking tours, and one-of-a-kind restaurants. Area attractions include the Alligator Farm, St. Augustine Lighthouse, and Ponce de Leon's Fountain of Youth. Antique shops, art galleries, two outlet malls, and numerous specialty stores provide a unique shopping experience.

St. Augustine offers extensive outdoor recreational activities such as biking, scuba diving, snorkeling, jet-skiing, canoeing, kayaking, sailing, and much more. St. Augustine is located on the Intracoastal Waterway with a nearby opening to the Atlantic Ocean and miles of beaches for swimming or surfing. Boaters can enjoy the protected and offshore waters, saltwater game fishing, or bass fishing along the waterways. World-class tennis and golf are also offered in northeast Florida, including the World Golf Village, which is located in the St. Augustine area.

St. Augustine is a one-hour drive from Jacksonville and Daytona airports and two hours from Orlando. St. Augustine is conveniently located for taking advantage of Florida's many attractions. With diverse surroundings, St. Augustine offers its visitors and residents a lifestyle that cannot be duplicated.

SAN MARCOS, CALIFORNIA

The California campus is located in San Marcos, California, in San Diego County, approximately 40 miles north of downtown San Diego. Known as the higher education center of North County, San Marcos has a population of approximately 86,000. Tucked in Twin Oaks Valley along the 78 freeway, it is home to California State University San Marcos and Palomar College. There are over 55 miles of hiking and biking trails, many parks, and a wide variety of housing options. It is located 20 minutes from the Carlsbad beaches.

San Diego is California's second largest city and the eighth largest city in the United States. San Diego is known for its Mediterranean climate, a city where the sunlight warms the soul. There are over 320 square miles of hills and canyons to explore, as well as 70 miles of glistening beaches. Popular attractions include the world-famous San Diego Zoo and Wild Animal Park, Sea World San Diego, and LEGOLAND® California. San Diego offers an expansive variety of things to see and do, appealing to guests of all ages from around the world. San Diego is considered one of the most desirable year-round vacation spots in the nation.

AUSTIN, TEXAS

The Texas campus is located in the state capitol of Austin and more specifically in Circle C Ranch, a master planned community in the Southwest portion of the city. Rolling hills and waterways define the landscape in Austin making it unique among the major Texas cities. Austin provides a

wealth of entertainment options and unique attractions. The hundreds of music venues have earned Austin the title of "live music capital of the world," and over 1,900 bands and performing artists call the Austin area home.

Notably, Austin was selected as the No. 2 Best Big City in "Best Places to Live" by *Money* magazine in 2006, and No. 3 in 2009. Austin's temperate climate offers year-round opportunities to enjoy the outdoors, such as hiking, biking, and camping, and water sports of all kinds on the area's lakes and rivers. Numerous award-winning golf courses, as well as serene botanical gardens and nature preserves, offer further recreational opportunities. Its young, active, highly educated and culturally diverse population makes Austin a wonderful place to live, work, and attend school.

MIAMI, FLORIDA

The Miami, Florida, campus is located 13 miles from downtown Miami and is 10 miles from Miami International Airport. Miami is located in southeastern Florida on the Atlantic coast. It is the 42nd largest city in the United States. Miami is a subtropical climate with year-round sunshine. Miami has an abundance of beaches. The area is a haven for water sports and a golfer's paradise. There are dozens of top-rated golf courses, including Doral. Miami has a multicultural ambience with a strong economy based on banking, tourism, and other industries.

ACADEMIC CALENDAR

2016–2017 ACADEMIC CALENDAR
First Professional and Post-Professional Divisions

FALL 2016 TRIMESTER

August 22	Internship II begins—First Professional DPT
August 30	Appeals Committee meets—Time TBA
	Faculty retreat—Faculty return to campus
August 31	New (Full-Time) Student Orientation; Tuition due for all students
September 1	Fall trimester classes begin
	Session 1 online courses begin
September 2	Fieldwork IIA ends—MOT
September 9	Grades due for Fieldwork IIA—MOT
September 5	Labor Day—No classes; Administrative offices closed
September 12	Fieldwork IIB begins—MOT
September 19	Session 2 online courses begin
September 30	First professional courses end for MOT beginning Fieldwork IIA
	Final practical exams for MOT beginning Fieldwork IIB
	First professional graduation applications due for Fall
October 6	Fieldwork IIA begins—MOT
October 10	Post-professional graduation applications due for Fall
October 14	Internship II ends—First Professional DPT
October 21	Mid-course grades due to Progression Committee for 15-week courses
	Classes end for First Professional DPT beginning Internship I
October 24	Internship III begins—First Professional DPT
October 24–26	Final exams for First Professional DPT beginning Internship I
October 27	Final grades due by 5:00 p.m. local time for First Professional DPT beginning Internship I
October 31	Internship I begins—First Professional DPT
November 1	Mid-term Academic Appeals Committee meeting
November 11	Veterans Day observed—No classes; Administrative offices closed
November 23	Thanksgiving holiday begins for students at noon;
	Administrative offices close at 3:00 p.m.
November 24–25	Thanksgiving holiday break—No classes; Administrative offices closed
November 28	Classes resume
December 2	Fieldwork IIB ends—MOT
	Grades **due** for ALL graduating students (first professional and post-professional)
December 9	Fall trimester classes end
	Fall Term Commencement Exercises – St. Augustine campus
	Fall Term Commencement Exercises – Austin campus
	Fall Term Commencement Exercises – San Marcos campus
December 12–14	Final examinations

December 14	Practical exam retakes
	End of term—Graduate degrees conferred – All campus locations
December 15	Grades **due** by 5:00 p.m. local time for all students
December 16	Internship I ends—First Professional DPT
	Internship III ends—First Professional DPT
December 22	Grades due for Internship I and Internship III First Professional DPT
December 23	Administrative offices closed through January 1, 2017
December 30	Fieldwork IIA ends—MOT

SPRING 2017 TRIMESTER

January 2	Internship II begins—First Professional DPT
January 3	Administrative offices reopen
	Appeals Committee meets—Time TBA
	Faculty retreat—Faculty return to campus
January 4	New (Full-Time) Student Orientation; Tuition due for all students
	Fieldwork IIA ends — MOT
January 5	Spring trimester classes begin
	Session 1 online courses begin
January 6	Grades due for Fieldwork IIA—MOT
January 9	Fieldwork IIB begins—MOT
January 16	Martin Luther King Jr. holiday—No classes; Administrative offices closed
January 23	Session 2 online courses begin
January 30	First professional graduation applications due for Spring
February 3	First professional courses end for MOT beginning Fieldwork IIA
	Final practical exams for MOT beginning Fieldwork IIA
February 13	Fieldwork IIA begins—MOT
	Post-professional graduation applications due for Spring
February 17	Classes end for First Professional DPT beginning Internship I
February 20–22	Final exams for First Professional DPT beginning Internship I
February 22	Mid-course grades due to Progression Committee for 15-week courses
February 23	Final grades due by 5:00 pm local time for First Professional DPT beginning Internship I
February 24	Internship II ends—First Professional DPT
February 28	Mid-term Academic Appeals Committee meeting
March 2-3	Spring break; no classes
March 6	Internship I begins—First Professional DPT
	Internship III begins—First Professional DPT
March 31	Fieldwork IIB ends—MOT
	Grades **due** for ALL graduating students (first professional, transitional, and post-professional)
April 14	Spring trimester classes end
	Spring Term Commencement Exercises – St. Augustine campus
	Spring Term Commencement Exercises – Austin campus
April 15	Spring Term Commencement Exercises – San Marcos campus
April 17–19	Final examinations

April 19	End of term—Graduate degrees conferred – All campus locations
April 20	Practical exam retakes
	Grades **due** by 5:00 p.m. local time for all students—Last day for faculty
April 21	Internship I ends—First Professional DPT
April 28	Internship III ends—First Professional DPT

SUMMER 2017 TRIMESTER

May 1	Internship II begins—First Professional DPT
May 2	Appeals Committee meets—Time TBA
	Faculty retreat—Faculty return to campus
May 3	New (Full-Time) Student Orientation; Tuition due for all students
	Practical exit exams—First Professional DPT (full time) term VII
May 4	Summer trimester classes begin
	Session 1 online courses begin
May 5	Fieldwork IIA ends—MOT
May 12	Fieldwork IIA grades due
May 15	Fieldwork IIB begins—MOT
	Session 2 online courses begin
May 29	Memorial Day holiday—No classes; Administrative offices closed
May 30	First professional graduation applications due for Summer
June 2	First professional courses end for MOT beginning Fieldwork IIA
	Final practical examinations for MOT beginning Fieldwork IIA
June 12	Fieldwork IIA begins—MOT
	Post-professional graduation applications due for Summer
June 16	Classes end for First Professional DPT beginning Internship I
June 19–21	Final exams for First Professional DPT beginning Internship I
June 21	Mid-course grades due to Progression Committee for 15-week classes
June 22	Final grades due by 5:00 pm local time for First Professional DPT beginning Internship I
June 23	Internship II ends—First Professional DPT
June 27	Mid-term Academic Appeals Committee meeting
July 3–4	Independence Day holiday for students—No classes
July 3	Internship III begins—First Professional DPT
	Internship I begins—First Professional DPT
July 4	Administrative offices closed
August 4	Fieldwork IIB ends—MOT
	Grades **due** for ALL graduating students (first professional, transitional, and post-professional)
August 11	Summer trimester classes end
	Summer Term Commencement Exercises – St. Augustine campus
	Summer Term Commencement Exercises – San Marcos campus
August 12	Summer Term Commencement Exercises – Austin campus
August 14-16	Final examinations
August 16	End of term—Graduate degrees conferred – All campus locations
August 17	Practical exam retakes

	Grades **due** by 5:00 p.m. local time for all students—Last day for faculty
August 18	Internship I ends—First Professional DPT
August 25	Internship III ends—First Professional DPT

FALL 2017 TRIMESTER

August 21	Internship II begins—First Professional DPT
August 29	Appeals Committee meets—Time TBA
	Faculty retreat—Faculty return to campus
August 30	New (Full-Time) Student Orientation; Tuition due for all students
August 31	Fall trimester classes begin
	Session 1 online courses begin
September 1	Practical exit exams—First Professional DPT final-term students
	Fieldwork IIA ends—MOT
September 4	Labor Day—No classes; Administrative offices closed
September 8	Grades due for Fieldwork IIA
September 11	Fieldwork IIB begins—MOT
September 19	Session 2 online courses begin
September 29	First professional courses end for MOT beginning Fieldwork IIA
	Final practical exams for MOT beginning Fieldwork IIB
	First professional graduation applications due for Fall
October 5	Fieldwork IIA begins—MOT
October 9	Post-professional graduation applications due for Fall
October 13	Internship II ends—First Professional DPT
	Classes end for First Professional DPT beginning Internship I
October 16–18	Final exams for First Professional DPT beginning Internship I
October 18	Mid-course grades due to Progression Committee for 15-week classes
October 19	Final grades due by 5:00 pm local time for First Professional DPT beginning Internship I
October 23	Internship III begins—First Professional DPT
October 24	Mid-term Academic Appeals Committee meeting
October 30	Internship I begins—First Professional DPT
November 10	Veterans Day observed—No classes; Administrative offices closed
November 22	Thanksgiving holiday begins for students at noon; Administrative offices close at 3:00 p.m.
November 23–24	Thanksgiving holiday break—No classes; Administrative offices closed
November 27	Classes resume
December 1	Fieldwork IIB ends—MOT
	Grades **due** for ALL graduating students (first professional and post-professional)
December 8	Fall trimester classes end
	Fall Term Commencement Exercises – St. Augustine campus
	Fall Term Commencement Exercises – Austin campus
December 9	Fall Term Commencement Exercises – San Marcos campus
December 11–13	Final examinations
December 13	End of term—Graduate degrees conferred – All campus locations

December 14	Practical exam retakes
	Grades **due** by 5:00 p.m. local time for all students
December 15	Internship III ends—First Professional DPT
	Internship I ends—First Professional DPT
December 22	Administrative offices closed through January 1, 2018
December 29	Fieldwork IIA ends—MOT
January 2, 2018	Administrative offices reopen
	Appeals Committee meets—Time TBA
January 3	New (Full-Time) Student Orientation; Tuition due for all students
January 4	Spring trimester classes begin
January 8	Fieldwork IIB begins—MOT

DATES ARE SUBJECT TO CHANGE.

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Senior VP of Strategic Initiatives
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Cindy Mathena, PhD, OTR/L

Interim Dean of First Professional Studies/Program Director
Transitional Doctor of Physical Therapy
St. Augustine, Florida
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Doctor of Physical Therapy Program
Austin, Texas
Manuel Domenech, PT, DPT, EdD

Assistant Director
Doctor of Physical Therapy Program
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St. Augustine, Florida
Eric Chaconas, PT, PhD

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Flex Doctor of Physical Therapy Program
St. Augustine, Florida
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Occupational Therapy Programs
Flex Master of Occupational Therapy
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Director of Enrollment
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Clinical Education Department Head
Dionne DeGrande

Director of Continuing Professional Education
Lori Hankins

Director of Financial Aid
Rhonda James

Director of Human Resources
Nicola Martin

Director of Library Services
Julie Evener

Director of Wellness Center
Ricky Willis

Director of Institutional Research
Bryce Pride

Director of Campus Facilities/Operations
Greg Breen

STUDENT ACQUISITION

STUDENT ACQUISITION TEAM

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

ADMISSION TO THE UNIVERSITY DEGREE PROGRAMS

University students are admitted on the basis of their academic abilities and professionalism. The Student Acquisition Team office coordinates the admissions activities for all degree-seeking students on all campuses in conjunction with the appropriate Program Director and the First Professional Admissions Committee or Post-Professional Admissions Committee Students who wish to enroll in only the non-credit Continuing Professional Education (CPE) Seminars register through CPE Registrations.

APPLICATION FOR ADMISSION

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

- Online application
- A baccalaureate degree or equivalent from an accredited college or university for the first professional programs. A bachelor's or masters degree for the OTD, Post Professional and the transitional DPT programs. A bachelor's degree in the MHS and a bachelor's degree in nursing for the MSN programs. A master's degree for the DHSc and EdD programs.
- Official transcripts must be submitted from each college or university previously attended. An official transcript is one sent directly to the Admissions Office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- A minimum grade of a 'C' on program prerequisites may be required; however, the grade trend of the applicant will be considered
- GRE scores sent directly to the University by Educational Testing Service. For those who have earned a master's degree previously, this requirement is waived. Transitional DPT and OTD, Post Professional applicants are also exempt from this requirement.
- Additional requirements for domestic, international, foreign-educated students: International applicants from a country where English is not the primary language, or candidates for whom English is a second language, or if deemed necessary by the Director of Admissions must provide an official TOEFL score report. The minimum internet-based TOEFL score requirement is 83 (including sectional minimums of 26 in speaking, 24 in writing, 21 in reading, and 18 in listening). The minimum paper-based TOEFL score requirement is 550. In any case, the date of the reported test must fall within 2 years of the application deadline.

- References as required by the program
- A comprehensive background check requiring fingerprints and drug screen will be administered during the admissions process for first professional OT and PT and MSN candidates only). The background checks are completed at the applicants expense.
- Statement of purpose—if required by the program
- Documentation of observation experience—if required by the program
- Professional résumé or curriculum vitae—if required by the program
- Copy of professional license—if required by the program

If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). **If the NACES approved evaluation service includes a copy of the evaluated official transcripts with the evaluation, USAHS will consider these transcripts as official**. The evaluation must indicate previous education at the minimum level of a baccalaureate degree earned at an accredited college or university in the United States. The following are among agencies approved for this purpose; additional evaluators can be found on www.naces.org:

World Education Services, Inc.

Bowling Green Station

PO Box 5087

64 Beaver Street, #146

New York, NY 10274-5087

www.wes.org

Joseph Silny & Associates, Inc.

International Education Consultants

7101 SW 102 Avenue

Miami, FL 33173

www.jsilny.com

AACRAO International Education Services

One Dupont Circle, NW, Suite 520

Washington, DC 20036-1135

oies@aacrao.org

International Education Research Foundation, Inc.

PO Box 3665

Culver City, CA 90231-3665

www.ierf.org

Note: The University follows a policy of not disclosing reasons for non-acceptance of a candidate.

International Students Applying for Admission

The full-time first professional physical therapy and occupational therapy programs are approved by the Immigration and Naturalization Service to admit international students who require an F-1 student visa. If a student visa is not required for attendance, non-U.S. citizens may participate in all other degree programs. In addition to the items listed above, the following must be submitted prior to issuance of the I-20:

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

Records and Documents Submitted for Admission Processing

All documents submitted to the University in support of an Application for Admission become the permanent possession of the University and cannot be returned to the applicant under any circumstances. Students are, therefore, urged to make copies of important documentation and maintain their own files.

RECORDS AND REGISTRATION

The main Registrar's Office for all degree programs is located at the St. Augustine, Florida campus. Any inquiries or requests for information should be sent to Registrar, University of St. Augustine, 1 University Boulevard, St. Augustine, FL 32086, or registrar@usa.edu.

RECORDS

The Registrar's Office is responsible for maintaining the official academic records for all students who enroll in academic degree programs. Student records are maintained electronically. Holds may be placed on students' records, transcripts, grades, or registration because of financial or other obligations to the University. Satisfaction of the hold is required before a release can be given.

ADDRESS CHANGES

A student's legal home or permanent address (mailing address) is taken from the Application for Admission and subsequently the Student Information Form completed during orientation each term. It is the students' responsibility to change their address. Current students should submit address changes through the MyUSA portal Students tab. Alumni can submit address updates through the Alumni tab at www.usa.edu.

NAME CHANGES

Requests for a change in the name as it appears on the respective student's academic record must be made in writing and accompanied by a copy of one of the following: social security card, drivers' license, passport, military ID, divorce decree, or professional license. The name change form may be found on the MyUSA portal under the Students tab.

STATUS CHANGE—WITHDRAWAL OR LEAVE OF ABSENCE

Students who find it necessary to withdraw from the program or take a leave of absence must notify the Faculty Advisor in writing and complete the required documentation for the Student Services Office. Program Withdrawal and Leave of Absence forms may be found on the MyUSA portal under the Students tab.

ENROLLMENT CERTIFICATIONS

The National Clearinghouse is the University's authorized agent for providing enrollment verifications through its Student Self-Service program. Students can print enrollment verification certificates free of charge through the MyUSA portal Students tab (there is a link to Clearinghouse Self-Service).

TRANSCRIPTS

To ensure confidentiality of student records, the University issues official transcripts of academic information only by written or electronic signature by the student or graduate using Transcripts on Demand. Students will pay a $3.00 convenience fee for each request submitted and an additional $2.00 fee for each paper transcript requested. For electronic transcript delivery only the $3.00 convenience fee is charged. Transcripts as well as grade reports will not be issued for any student with an outstanding obligation to the University. For more information on ordering transcripts please visit MyUSA portal Students tab.

GRADE REPORTS

Grades and unofficial transcripts can be obtained online through the MyUSA portal Students tab.

TRANSFERABILITY OF COURSE CREDIT

The transferability of credits students earn at the University of St. Augustine for Health Sciences is at the complete discretion of an institution to which the student may seek to transfer. Acceptance of the degree earned at the University of St. Augustine for Health Sciences is also at the complete discretion of the institution to which the student may seek to transfer. If the degree earned at this institution is not accepted at the institution to which the student seeks to transfer, the student may be required to repeat some or all of his or her coursework at that institution. For this reason, the student should make certain that his or her attendance at this institution will meet his or her educational goals. This may include contacting an institution to which the student may seek to transfer after attending the University of St. Augustine for Health Sciences to determine if the degree will transfer. The University actively pursues a policy of requesting other graduate programs to accept our credits for transfer. However, the University has not entered into an articulation or transfer agreement with any other college or university.

STUDENT INFORMATION AND RECORDS NOTIFICATION OF RIGHTS UNDER FERPA

Student educational records at the University of St. Augustine for Health Sciences are governed by the Family Educational Rights and Privacy Act (FERPA).

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

1. The right to inspect and review the student's education records within 45 days after the day the University of St. Augustine receives a request for access. A student should submit to the Registrar, Dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

   If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University of St. Augustine in an administrative, supervisory, academic, research, or support staff position; a person serving on the board of directors; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the University of St. Augustine who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent, or a student volunteering to assist another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibilities for the University of St. Augustine.

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

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

STUDENT IDENTITY VERIFICATION

The student identity verification process occurs on multiple levels. First professional students, who are required to wear University-issued student identification badges, are on campus either during the week or on weekends so their identity is verified in this manner. All students are provided with a secure account for their MyUSA portal to access the e-learning platform. They must utilize a user name and password to login and complete their work. The proctoring requirements ensure that for courses without physical presence the student will be seen, identified, and verified. Lastly, all programs have built-in physical presence that allows for verification of personal identity and student work. This is done through residencies, seminars, comprehensive examinations, capstone and dissertation presentations, and internship/fieldwork experiences. In the past year, many online courses have also added a video component to a required assignment.

GRADUATION

All degree requirements must be complete before approval to graduate is given by the respective Program Director. Formal commencement ceremonies take place on or near the St. Augustine, Florida, Austin, Texas, and San Marcos, California, campuses. These ceremonies are held three times per year at the conclusion of each trimester. Confirmation of a degree is posted to the official academic record following commencement exercises. Degrees may not be conferred until all academic and financial obligations have been successfully met. The graduation fee varies by degree level and is paid at the time the student submits the Application to Graduate as noted on the Academic Calendar.

Honors designation is given to first professional, transitional, and post-professional students who have earned a cumulative GPA of 3.50–3.64. High Honors designation is given to first professional students who have earned a cumulative GPA of 3.65–4.0. The cumulative GPA is calculated through final trimester coursework.

FINANCIAL INFORMATION

TUITION AND FEES

The University publishes an official Schedule of Tuition and Fees for each division of the University. Because the programs within each division vary, the student should carefully study the charges that apply to them as set forth below. All tuition is due at registration. All charges are subject to change without advance notice.

Master of Occupational Therapy (MOT)

St. Augustine, Florida, Campus: The full-time MOT program is 6 trimesters in duration consisting of a minimum of 93 credit hours. Tuition and fees are as follows:

- Tuition ($12,546 per trimester x 6) $75,276.00
- Tuition deposit (subtracted from first trimester tuition) $500.00
- Books ($600 per trimester x 6) $3,600.00
- Campus access fee ($160 per trimester x 6) $960.00
- Student activity fee $20.00

- Associated school expenses $1,000.00
- Graduation fee $100.00

San Marcos, California, Campus: The full-time MOT program is 6 trimesters in duration consisting of a minimum of 93 credit hours. Tuition and fees are as follows:

- Tuition ($14,369 per trimester x 6) $86,214.00
- Tuition deposit (subtracted from first trimester tuition) $500.00
- Books ($600 per trimester x 6) $3,600.00
- Campus access fee ($160 per trimester x 6) $960.00
- Student activity fee $20.00
- Associated school expenses $1,000.00
- Graduation fee $100.00

Austin, Texas, Campus: The full-time MOT program is 6 trimesters in duration consisting of a minimum of 93 credit hours. Tuition and fees are as follows:

- Tuition ($13,213 per trimester x 6) $79,278.00
- Tuition deposit (subtracted from first trimester tuition) $500.00
- Books ($600 per trimester x 6) $3,600.00
- Campus access fee ($160 per trimester x 6) $960.00
- Student activity fee $20.00
- Associated school expenses $1,000.00
- Graduation fee $100.00

Doctor of Physical Therapy (DPT)

St. Augustine, Florida, Campus: For the fall term 2016 the full-time DPT program is 8 trimesters in duration consisting of a minimum of 131 credit hours, Tuition and fees are as follows:

- Tuition ($12,445 per trimester x 8) $87,822.00
- Tuition deposit (subtracted from first trimester tuition) $500.00
- Books $4,200.00
- Campus Access fee $1,120.00
- Student Activity fee $20.00
- Associated school expenses $1,167.00
- Graduation fee $100.00

Miami, Florida, Campus: The full-time DPT program is 8 trimesters in duration consisting of a minimum of 131 credit hours. Tuition and fees are as follows:

- Tuition ($12,445 per trimester x 8) $99,560.00

- Tuition deposit (subtracted from first trimester tuition) $500.00
- Books $4,200.00
- Campus Access fee $480.00
- Student Activity fee (one time) $20.00
- Associated school expenses $1,167.00
- Graduation fee $100.00

San Marcos, California Campus: The full-time DPT program is 8 trimesters in duration consisting of a minimum of 131 credit hours. Tuition and fees are as follows:

- Tuition ($13,919 per trimester x 8) $102,592.00
- Tuition deposit (subtracted from first trimester tuition) $500.00
- Books $4,200.00
- Campus access fee $1,120.00
- Student activity fee 20.00
- Associated school expenses $1,167.00
- Graduation fee $100.00

Austin, Texas, Campus: The full-time DPT program is 8 trimesters in duration consisting of a minimum of 131 credit hours. Tuition and fees are as follows:

- Tuition ($12445 per trimester x 8) $92,491.00
- Tuition deposit (subtracted from first trimester tuition) $500.00
- Books $4,200.00
- Campus access fee $1,120.00
- Student activity fee 20.00
- Associated school expenses $1,167.00
- Graduation fee $100.00

Dual Degree Option: Master of Occupational Therapy/Doctor of Physical Therapy (MOT/DPT)*

St. Augustine, Florida, Campus: The full-time dual degree option is 10 trimesters in duration consisting of a minimum of 174 credit hours and allows a student to complete the MOT and DPT programs consecutively. Tuition and fees are as follows:

- Tuition ($12,546 per trimester x 10) $125,460.00
- Tuition deposit (subtracted from first trimester tuition) $500.00
- Books ($600 per trimester x 10) $6,000.00
- Campus access fee ($160 per trimester x 10) $1,600.00

- Student activity fee $20.00
- Associated school expenses $1,200.00
- Graduation fee $200.00

San Marcos, California, Campus: The full-time dual degree option is 10 trimesters in duration consisting of a minimum of 174 credit hours and allows a student to complete the MOT and DPT programs consecutively. Tuition and fees are as follows:

- Tuition ($14,656 per trimester x 10) $146,560.00
- Tuition deposit (subtracted from first trimester tuition) $500.00
- Books ($600 per trimester x 10) $6,000.00
- Campus access fee ($160 per trimester x 10) $1,600.00
- Student activity fee $20.00
- Associated school expenses $1,200.00
- Graduation fee $200.00

Austin, Texas, Campus: The full-time dual degree option is 10 trimesters in duration consisting of a minimum of 174 credit hours and allows a student to complete the MOT and DPT programs consecutively. Tuition and fees are as follows:

- Tuition ($13,213 per trimester x 10) $132,130.00
- Tuition deposit (subtracted from first trimester tuition) $500.00
- Books ($600 per trimester x 10) $6,000.00
- Campus access fee ($600 per trimester x 10) $1,600.00
- Student activity fee $20.00
- Associated school expenses $1,200.00
- Graduation fee $200.00

***This degree option is currently under curriculum review and is not accepting students at this time**.

Flexible Doctor of Physical Therapy (DPT)

St. Augustine, Florida, Campus: The program is 12 trimesters in duration consisting of a minimum of 131 credit hours. Tuition and fees are as follows:

- Tuition ($7,327 per trimester x 12) $87,924.00
- Tuition deposit (subtracted from first trimester tuition) $500.00
- Books ($350 per trimester x 12) $4,200.00
- Campus access fee ($85 per trimester x 12) $1,020.00
- Student activity fee $20.00
- Associated school expenses $1,000.00
- Graduation fee $100.00

San Marcos, California, Campus: The program is 12 trimesters in duration consisting of a minimum of 131 credit hours. Tuition and fees are as follows:

- Tuition ($8,629 per trimester x 12) $103,548.00
- Tuition deposit (subtracted from first trimester tuition) $500.00
- Books ($350 per trimester x 12) $4,200.00
- Campus access fee ($85 per trimester x 12) $1,020.00
- Student activity fee $20.00
- Associated school expenses $1,000.00
- Graduation fee $100.00

Austin, Texas, Campus: The program is 12 trimesters in duration consisting of a minimum of 131 credit hours. Tuition and fees are as follows:

- Tuition ($7,905 per trimester x 12) $94,860.00
- Tuition deposit (subtracted from first trimester tuition) $500.00
- Books ($350 per trimester x 12) $4,200.00
- Campus access fee ($85 per trimester x 12) $1,020.00
- Student activity fee $20.00
- Associated school expenses $1,000.00
- Graduation fee $100.00

Flexible Master of Occupational Therapy (MOT)

St. Augustine, Florida, Campus: The program is 9 trimesters in duration consisting of a minimum of 93 credit hours. Tuition and fees are as follows:

- Tuition ($8,200 per trimester x 9) $73,800.00
- Tuition deposit (subtracted from first trimester tuition) $500.00
- Books ($300 per trimester x 9) $2,700.00
- Campus access fee ($85 per trimester x 9) $765.00
- Student activity fee $20.00
- Associated school expenses $1,000.00
- Graduation fee $100.00

Doctor of Occupational Therapy (OTD)

San Marcos, California Campus: The program is 8 trimesters in duration consisting of a minimum of 117 credit hours. Tuition and fees are as follows:

- Tuition ($12,445 per trimester x 8) $99,560.00
- Tuition deposit (subtracted from first trimester tuition) $500.00

- Books ($300 per trimester x 8) $4,800.00
- Campus access fee ($160 per trimester x 8) $1,280.00
- Student activity fee $20.00
- Associated school expenses $1,000.00
- Graduation fee $100.00

Austin, TX Campus: The program is 8 trimesters in duration consisting of a minimum of 117 credit hours. Tuition and fees are as follows:

- Tuition ($12,445 per trimester x 8) $99,560.00
- Tuition deposit (subtracted from first trimester tuition) $500.00
- Books ($300 per trimester x 8) $4,800.00
- Campus access fee ($160 per trimester x 8) $480.00
- Student activity fee $20.00
- Associated school expenses $1,000.00
- Graduation fee $100.00

Doctor of Occupational Therapy, Post Professional (OTD)

Tuition for all courses not involving a separate seminar will be $595/credit hour. For the bachelor's degree student it is a 60 credit hour program, for the master's degree student it is a 35 credit hour program, and for the USAHS master's degree graduate it is a 30 credit hour program.

- Tuition - 30 credit hour program approximately $17,850.00
- Tuition - 35 credit hour program approximately $20,825.00
- Tuition - 60 credit hour program approximately $35,700.00
- Books $1,000.00
- Technology fee ($1,000 per year) $2,000.00–$5,000.00
- Graduation fee
    - If attending commencement $100.00
    - If not attending commencement $25.00

Transitional Doctor of Physical Therapy (DPT)

Tuition for all courses will be $595/credit hour and clinical integration courses will bear a per credit hour charge of $225. For the bachelor's degree student it is a 60 credit hour program and for the master's degree student it is a 24 credit hour program.

- Tuition - 24 credit hour program approximately $14,280.00
- Tuition - 60 credit hour program pure online route approx. $14,090.00
- Books $1,000.00

- Technology fee ($1,000 per year) $2,000.00–$4,000.00
- Graduation fee
    - If attending commencement $100.00
    - If not attending commencement $25.00

Master of Health Science (MHS)

Tuition for all courses not involving a separate seminar is $595/credit hour.

- Tuition - 36 credit hour program approximately $21,420.00
- Books $1,000.00
- Technology fee ($1,000 per year) $2,000.00
- Lab fee (ATP 6255 course) $200.00
- Graduation fee
    - If attending commencement
        - Includes stock black regalia $100.00
        - Includes custom regalia $650.00
    - If not attending commencement $25.00

Master of Science in Nursing (MSN)

Tuition for all courses is $694/credit hour.

- Tuition - 36 credit hour program approximately $24,984.00
- Books $1,000.00
- Technology fee ($1,000 per year) $2,000.00
- Graduation fee
    - If attending commencement
        - Includes stock black regalia $100.00
        - Includes custom regalia $650.00
    - If not attending commencement $25.00

Master of Health Administration (MHA)

Tuition for all courses is $695/credit hour.

- Tuition - 36 credit hour program approximately $25,000.00
- Books $1,800.00
- Technology fee ($1,000 per year) $2,000.00
- Graduation fee
    - If attending commencement

        - Includes stock black regalia $100.00
        - Includes custom regalia $650.00
    - If not attending commencement $25.00

Doctor of Health Science (DHSc)

Tuition for all courses not involving a separate seminar is $595/credit hour.

- Tuition - 60 credit hour program approximately $35,700.00
- Books $1,000.00
- Technology fee ($1,000 per year) $5,000.00
- Graduation fee
    - If attending commencement
        - Includes stock black regalia $100.00
        - Includes custom regalia $650.00
    - If not attending commencement $25.00

Doctor of Education (EdD)

Tuition for all courses not involving a separate seminar is $761.25/credit hour.

- Tuition - 60 credit hour program approximately $45,675.00
- Books $1,000.00
- Technology fee ($1,000 per year) $4,000.00
- Graduation fee
    - If attending commencement
        - Includes stock black regalia $100.00
        - Includes custom regalia $650.00
    - If not attending commencement $25.00

PAYMENT

The University accepts MasterCard and Visa payments, personal checks, bank drafts, and cash. Many full-time students secure student loans through a financial assistance loan program.

REFUND POLICY

The refund policy is designed in compliance with the states of California, Florida, and Texas, and the several accrediting agencies to which the University is responsible. These policies may vary for each program and are contained in the University Catalog. A copy of the refund policy is provided to students during the admissions process and is available on the University's website: http://www.usa.edu/p58-342-Tuition-Refund.aspx.

STUDENT TUITION RECOVERY FUND—CALIFORNIA

California law requires that the Bureau for Private Postsecondary Education assess each institution in relation to the cost of tuition for students. These fees support the Student Tuition Recovery Fund (STRF), a special fund established by the California legislature to reimburse students who are California residents who might otherwise experience a financial loss as a result of untimely school closure. Each student will pay a Student Tuition Recovery Fund assessment each term. Student Tuition Recovery Fund fees shall be collected from all California campus students at the rate of zero cents ($.0) per thousand dollars of tuition charged rounded to the nearest thousand dollars. These fees are collected as part of the campus access fee.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund if all of the following applies to you:

1. You are a student in an educational program who is a California resident or is enrolled in a residency program and you prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans.

   And

2. Your total charges are not paid by any third-party payer such as an employer, government program, or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident or you are not enrolled in a residency program.

   Or

2. Your total charges are paid by a third party such as an employer, government program, or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.

5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

FINANCIAL ASSISTANCE PROGRAMS

Staff from the University's Financial Aid Office provides candidates guidance to secure student loans. The University does not have a preferred lender list and will process any eligible lender's loan application. Students should also explore financial assistance programs available from health care providers who employ therapists or scholarships available for graduate education.

The University is approved to participate in the Federal Title IV Stafford Direct Loan, Direct (Grad) Plus Loan and Federal Work Study programs. The University complies with the requirement for consumer information to be disclosed to the student pursuant to the applicable federal and state financial aid programs (34 CFR 668) and is in compliance with the disclosure requirements of Section 485(f) of the HEA (Campus Security Policy and Campus Crime Statistics).

Students applying to the Miami, Florida, campus are not eligible for Title IV financial aid at this time.

The University will cooperate completely with all agencies responsible for the collection of loans in order to preserve the integrity of the loan process for the benefit of future students.

Unsubsidized Loans

Before any funds are disbursed students must read important disclosure information regarding their loan(s). The Disclosure Statement provides information about the Direct Unsubsidized Loan that the University of St Augustine for Health Sciences plans to disburse (pay out) by crediting the student's school account, paying the student directly, or both. There is also a Plain Language Disclosure that will explain the terms of the student loan(s). Both disclosures are available at www.studentloans.gov. Students keep a copy of all disclosures for their records.

All information submitted for the purpose of securing a federal student loan will be submitted to the National Student Loan Database (NSLDS) and accessible by authorized agencies, lenders, and institutions. The student loan borrower is responsible for knowing the total amount of federal loans borrowed. A summary of an individual's federal loan debt is available via the NSLDS website (www.nslds.ed.gov/nslds_SA/).

Scholarship Program

The University of St Augustine provides two types of scholarships to all new students enrolling in the first professional programs (DPT, MOT, Flex DPT, and Flex MOT) on the California, Florida, and Texas campuses: Outstanding Academic Achievement and Leadership Scholarship and Financial Need. University of St. Augustine scholarships are to be used for tuition and fees only.

Scholarship Application Deadline Dates

- February 15–Summer Term; June 15–Fall Term; October 15–Spring Term

Completed University Scholarship Application forms and questions should be sent to scholarships@usa.edu. Please scan and e-mail the entire form.

The link for scholarships can be found on the USA website: http://www.usa.edu/p65-346-Scholarships.aspx.

POLICIES AND REGULATIONS

ACADEMIC FREEDOM POLICY

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

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

It is important for faculty, staff, and students to know they can initiate changes and have a number of avenues within which they can work for change. Both on-campus and distant employees and students may speak (or write) to their Program Director or supervisor. The University supports your ideas, and suggestions will be treated with the respect and consideration they deserve.

If a faculty member, staff member, or student perceives an infringement on his or her academic freedom, the individual should follow the complaint policy and refer the issue to the appropriate Program Director, supervisor, and/or Dean. If the issue is not resolved in a satisfactory manner, the individual may submit a written grievance to the University’s Grievance Committee at 1 University Blvd., St. Augustine, FL 32086, where the issue will be handled according to established timelines and processes.

DIVERSITY POLICY

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

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

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

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

- recognizing that continued success in meeting the needs of our students requires the full and active participation of talented and committed employees who represent a variety of religions, disabilities, ages, ethnicities, races, sexual orientations, and genders. Diversity of employees also include personal and work history, education, functional ability, personality, lifestyle, socioeconomic status, geographic origin, longevity with the organization, degree-program matriculation, and level of employment within the organization;
- supporting admission to students regardless of gender, race, ethnic origin, age, disability, or sexual orientation; and
- offering student educational support to all students as needed.

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

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

Diversity is inclusion. It stresses equal opportunity, recognizes and respects the multitude of differences that employees and students bring to our workplace and classrooms, and acknowledges the changing face of the community we serve. The affirmation of diversity and full cooperation by all managers, supervisors, employees, and students is expected.

TRANSFER CREDIT POLICY—ALL PROGRAMS

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

TRANSFER OF CREDITS FROM ANOTHER ACCREDITED INSTITUTION

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

- The course(s) should have been completed within 5 years* preceding admission to the program, but the applicant may petition to the Program Director for an exception to this time limit.

  *Some programs may be more restrictive than others and will expect a maximum of 3 years preceding admission (see First Professional Division reenrollment timelines below)

- The course should have been completed with a grade of B or better. Courses having a B- or below will not be transferred.
- The course must be listed on an official transcript sent directly to the Registrar by the issuing institution.
- Graduate-level courses taken at accredited institutions can be used for credit transfer provided that the coursework meets the corresponding requirements of the program and the course being substituted by transfer.
- The course number and name of the course requested for transfer should reflect the content of the course it is replacing. Additionally, if the course requested for transfer will replace an elective, the content should be closely aligned with that of the curriculum and its potential electives.
- Undergraduate work is not accepted for transfer.
- In general, credit can be transferred if the requested substitute course is at the same course level or lower than the course being substituted (i.e., 7000-level courses would transfer for a 7000-level course, or 5000 or 6000 level). In cases where a course from a master's program is being requested for transfer into a doctoral program, consideration will be given to rigor and content and further documentation may be requested.
- Final approval for a transfer request is based upon review and authorization by the Program Director and will be based on assessment of whether a transfer of credit will allow the student to meet all program and course learning outcomes.
- If students are utilizing a variety of methods in transferring credits (from outside institutions, from another USAHS program, or from advanced standing), a maximum of 50% of the degree program total credits can be awarded. The remaining 50% of the total credits needs to be completed within the desired USAHS program.
- The Registrar is responsible for assuring consistency of transfer credit practice and procedure between the different campus locations.

The process for requesting transfer credits is as follows:

- The student completes a Request for Acceptance of Transfer Credit Form, found on the MyUSA Admissions tab, and submits it to the Registrar. A course syllabus is required. It is the responsibility of the student to provide sufficient documentation to show equivalency to USAHS coursework.
- Requests for approval of transfer credits may be submitted within the first 4 months after acceptance into the program or at least 2 months before the start of classes for the trimester.
- The Program Director, in consultation with the appropriate course instructor(s), will review the transfer course syllabus to verify that its contents match those of the program's course, considering the nature, content, quality, appropriateness, and applicability of the

credit earned. The Program Director will then notify the Registrar of the decision.

- The Registrar will notify the student if the request for transfer credit is approved and will post any transferred credit to the permanent academic record at that time.
- Students have a right to appeal the Program Director's decision to deny a course transfer. Such appeals will be forwarded to the Dean of the division who has final authority in the transfer determination.

TRANSFER OF CREDITS FROM ONE USAHS PROGRAM TO ANOTHER USAHS PROGRAM

Transfer of credits may take place from one USAHS program to another. Should a student wish to transfer credits from one program to another, the following guidelines will apply:

- Students may request transfer of credits from another program for up to 50% of the total credits in the program the credits will be applied toward.
- If electives are to be transferred, the Program Director will determine if those credits meet the program learning outcomes for the intended degree.
- Courses taught in a master's level program that include outcomes and assessment measures designed for the doctoral level may be considered for transfer into doctoral level programs if they have been approved for such and according to Program Director approval.
- The Program Director, in conjunction with the Registrar, will give final approval to the transfer plan.

The process for requesting transfer credits is as follows:

- The student completes a Request for Acceptance of Transfer Credit Form, found on the MyUSA portal Admissions tab, and submits it to the Registrar.
- Requests for approval of transfer credits should be submitted 2 months before the start of classes for the trimester.
- The Registrar will notify the student if the request for transfer credit is approved and will post any transferred credit to the permanent academic record at that time.

First Professional Division (MOT, DPT, OTD) Only

ADVANCED COURSE STANDING BY EXAMINATION

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

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

- Documentation supporting the reason for requesting advanced course standing by

examination.

  - Supporting documentation may include transcripts showing applicable courses for credit, course descriptions, syllabi, continuing education courses/seminar descriptions and proof of completion, and work experience.

- Passing a challenge examination to verify competency in the particular subject matter. A student has only one attempt per course to pass the challenge exam. If the student fails the exam, the student must take the course in its entirety. The passing grade will be the same as the passing grade stated in the syllabus for the course in which advance standing is being requested.

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

- The student obtains a request form for Approval of Advanced Course Standing by Examination, found on the MyUSA portal Students tab, and submits it to the respective Program Director with appropriate documentation.
- Requests for approval of Advanced Course Standing by Examination must be submitted at least 2 months before the start of classes for the trimester.
- In consultation with course instructors, the Program Director will review the request. If approved, the Program Director will notify the Registrar and a test time and date will be set up for each challenge exam. If the Program Director with consultation of the course instructor(s) concludes that the student's previous coursework and experience are inadequate for passing the challenge exam, they may encourage the student not to seek advanced course standing or to take some type of remediation before taking the challenge exam.
- The Registrar will notify the student if the challenge exam has been passed and will post the course and its credits to the permanent academic record at that time.

PROGRAM TRANSFER POLICY

All transfer requests will be considered on an individual basis and are contingent upon space availability.

Incoming Students

Incoming (new) students who want to request transfer of their admission to another degree program must make a request in writing (e-mail is acceptable) to the Director of Admissions admissions at least 6 weeks prior to the start of the trimester. To be considered, the student must have successfully completed all of the required prerequisites for the program to which he or she is requesting transfer. The Director of Admissions will notify the student via e-mail of the outcome of the request. Please note: The start and completion dates of students who transfer between degree programs may be extended.

First Term Students

Transfer Request forms must be submitted to the student's current Program Director by midterm of the first trimester. Transfer requests not received by the midterm deadline will be considered during the subsequent trimester. To be considered, the student must have successfully completed all of the required prerequisites for the program to which he or she is requesting transfer.

Second Term (and beyond) Students

Transfer Request forms must be submitted to the student's current Program Director by midterm of the current trimester.

Transfer Request Process for Current Students

In order to be considered for a program transfer, a student must:

- Be in good academic standing at the time of the request. Transfer requests will not be considered from students who are currently remediating or retaking coursework, who are under review for appeal or professional misconduct, or who are on academic probation. Transfer requests from students who are on approved leave of absence will be considered.
- Complete the Transfer Request Form located in the MyUSA portal Students tab.
- Submit the completed form to:
    1. His or her current Program Director
    2. The Program Director of the degree program to which the student is seeking transfer
    3. Student Services Office for final review by the Registrar and Director of Admissions. The Director of Admissions will approve only if the student has successfully completed all of the required prerequisites for the program to which he or she is requesting transfer.
- Once the Transfer Request Form has been considered by all applicable administrators, the student will be notified of the outcome via e-mail by the University Registrar.
- Please note: **USAHS scholarships are not transferable from one program to another.**
- Transferring between programs may extend the degree completion date.

Transfer Curricular Pathways

MOT or Dual to DPT	Complete second trimester DPT courses over 2 consecutive trimesters
DPT to MOT or Dual	Complete the second trimester of the MOT program as scheduled plus Foundations of OT as an independent study
MOT to Dual	Complete second trimester MOT courses as scheduled; complete Therapeutic Massage during the first trimester of
Flex to full-time	Contact the full-time Program Director to discuss curricular pathway
Full-time to Flex	Contact the Flex Program Manager to discuss curricular pathway

Dual Degree Option Students

Dual degree option students who elect not to return to the University to pursue the DPT portion of the program immediately after earning the MOT degree must submit a Program Withdrawal Form to the Student Services Office by midterm of the last trimester of the MOT program.

Dual degree option students who want to complete the DPT portion of the program through the Flex DPT program must submit a Transfer Request Form to the Student Services Office by midterm of the last trimester of the MOT program.

Reenrollment Timelines

A USA entry-level program graduate who decides to seek admission to another USA entry-level degree program **must enroll within 3 years of his or her graduation date** or he or she may be required to retake foundational (HSC) coursework and complete additional internship/fieldwork experiences. To be considered for admission to another entry-level degree program, a USA graduate must submit to the Student Services Office a completed application for admission, however, transcripts and GRE score reports do not need to be resubmitted with the new application.

Dual degree students who *delay* beginning the DPT portion of the program after receiving the MOT degree **must reenroll in the DPT program within 3 calendar years** or they may be required to complete additional foundational coursework and/or internships in order to complete the second degree. To reenroll, a returning dual degree student must notify the Registrar in writing (e-mail is acceptable) of his or her intent to resume classes at least 6 weeks before the start of the trimester.

Transfer from Campus to Campus

Students who want to transfer to another campus location must submit a Transfer Request Form available on the MyUSA portal Students tab to their current Program Director by midterm of the trimester prior to the requested change. Such requests will be considered in an individual basis and are contingent on space availability. The student will be notified of the outcome of the transfer request via e-mail by the Registrar's Office. Please note: Program completion dates of students who transfer between campus locations may be extended.

Post-Professional Division (MSN, MHA, OTD, tDPT, DHSc, EdD) Only

ADVANCED COURSE STANDING

Based on previous academic coursework earned from another accredited degree granting institution or another program within the University and/or work experiences, a student may be granted advanced standing for a particular course by either passing an examination on the contents of the course or by a competency assessment. The examination may be written or practical or both and there is a cost associated with each course being challenged. A maximum of 25% of the total number of credits for the degree may be granted for advanced standing and the total percentage of credits transferred by any means cannot exceed 50% of the total credits of the program.

Courses in the post-professional programs not eligible for transfer include comprehensive examinations, capstone, and dissertation courses.

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

- Supporting documentation may include transcripts showing applicable courses for credit, course descriptions, syllabi, continuing education courses/seminar descriptions and proof of completion, and work experience.
- There are two ways to gain advanced standing:

1. Passing a challenge examination to verify competency in the particular subject matter: A student has only one attempt per course to pass the challenge exam. If the student fails the exam, the student must take the course in its entirety. The passing grade will be the same as the passing grade stated in the syllabus for the course in which advance standing is being requested.
2. Competency assessment: Students may also request advanced standing based on a competency assessment. This allows a student with prior knowledge/credit or experience in specified content, to show successful competency, as defined by the instructor, in each of the course learning outcomes.

The process for requesting Advanced Course Standing by Examination and Competency is as followed:

- The student obtains a request form for Approval of Advanced Course Standing, found on the MyUSA portal Students tab, and submits it to the respective Program Director with appropriate documentation.
- Requests for Advanced Course Standing by Examination and Competency must be submitted at least 2 months before the start of classes for the trimester.
- For Advanced Standing by Examination: In consultation with course instructors, the Program Director will review the request. If approved, the Program Director will notify the Registrar and a test time and date will be set up for each challenge exam. If the Program Director with consultation of the course instructor(s) concludes that the student's previous coursework and experience are inadequate for passing the challenge exam, they may encourage the student not to seek advanced course standing or to take some type of remediation before taking the challenge exam.
- For Advanced Standing by Competency Demonstration: At the beginning of or prior to the term, the student requesting competency examination/assessment will request a meeting with the lead instructor. For each course learning outcome the student will propose, in writing, a method of mastery demonstration either through presentation of past experiential learning activities documented in a manner that is assessable (for example a portfolio), by physical assessment and demonstration of the outcome, or a combination of both methods. The instructor will provide feedback, and upon mutual agreement, both parties will sign the proposal. A schedule for demonstration of the outcomes can also be established at this time. Once completed, the instructor will either recommend the student as having passed the course fully, or having passed portions of the outcomes, will recommend which portions/modules of the course should be completed in the traditional fashion. A pass/fail grade will awarded
- The Registrar will notify the student if the challenge exam has been passed or any credits were awarded for competency. The Registrar will post the course and its credits to the permanent academic record at that time.

GRADING SYSTEM

Academic degree programs use a 4.0 scale to calculate GPAs. More information on the University's grading system is located in the Student Handbook.

Letter Grade	Grading Scale	Quality Points

A	90—100	4.0
B+	85—89	3.5
B	80—84	3.0
C+	75—79	2.5
C	70—74	2.0
D+	65—69	1.5
D	60—64	1.0
F	< 60	0.0

Credit and quality points are not included in GPA calculations for the following grades:

AU	Audit	NG	No Grade Reported
F	Fail	P	Pass
I	Incomplete	W	Withdraw

Grade Changes

Only the course instructor can initiate grade changes. The grade change must first be submitted by the instructor to the Program Director for initial approval. The Registrar's Office will post any approved grade change to the official academic record. More information on grade changes is located in the Student Handbook.

Repetition of Course

On occasion, a student may be required to repeat a course. Under such circumstances, the highest grade achieved is counted towards the cumulative GPA. More information on repetition of a course is located in the Student Handbook.

COMPLIANCE WITH UNIVERSITY REGULATIONS

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

COMPLAINTS POLICY

The University of St. Augustine is committed to providing a learning and working environment in which complaints are addressed fairly and resolved promptly. All complaints are taken seriously. The procedure for handling complaints encourages informal conciliation, facilitates early resolution, and maintains individual privacy and confidentiality.

This policy covers three general types of complaints:

- Student complaints
- Employee complaints
- Complaints from individuals or agencies outside the University

This policy *does not* cover complaints about incidents related to harassment. Complaints of this nature should be directed to the Director of Human Resources. Americans with Disabilities Act (ADA) discrimination complaints are also not covered under this policy and should be referred to the Director of Disability Services (see Student Handbook). Complaints regarding the sexual misconduct policy should be referred to the Title IV officer (see Student Handbook).

Student Complaints

- Types of Student Complaints

  Students should utilize the following procedure for complaints about service, support, or assistance provided by academic, administrative, or support departments of the University. Student complaints include academic issues, such as instruction methodology, grading, testing, or assignments, or non-academic matters, such as IT support, University services, facilities, policies, financial matters, etc. The following procedure *is not* for complaints regarding academic or professional misconduct appeals policies and procedures. Please refer to the Student Handbook for appeals processes.

- Confidentiality

  All information submitted as part of a student complaint will be treated as confidential and will only be available to the appropriate/involved parties. The student should also respect the need for confidentiality throughout the complaint process. A student who submits a complaint should be aware that complete confidentiality cannot always be guaranteed if effective action is to be taken. Where a complaint is in reference to a specific individual, the complaint cannot be investigated if the student does not wish the allegation to be made known to that individual. Anonymous complaints will not be considered.

- Student Complaints Procedures

  A student should discuss his or her concerns with the person(s) who is directly responsible (course instructor, staff member, etc.) in order to resolve the issue. The initial party has 10 business days to address the issue. Depending on the severity of the issue, a written record may or may not be drafted and placed in the University's complaint record.

  1. If the complaint cannot be resolved to the satisfaction of the student, the student should discuss the issue with his or her Program Director. The Program Director will consider the complaint and attempt to bring the issue to a satisfactory resolution within 10 business days

a. In certain situations, the Program Director may refer the complaint to an appropriate University committee. The respective committee will consider the complaint and provide a written recommendation to the Program Director.

b. The Program Director will consider the committee recommendation and notify the student in writing of the decision.

c. Written documentation regarding the resolution will be placed in the University's complaint file and maintained for 6 years.

2. After following the steps above, the student may submit a formal written complaint to the Grievance Committee.

a. The complaint will be investigated by the Grievance Committee and a written response will be provided to the student within 60 business days.

b. The original written complaint, a copy of the response, and a description of any actions taken as a result of the complaint will be maintained on file for 6 years past the student's last date of attendance.

Complaints from Individuals or Agencies outside the University

Individuals or agencies from outside the University should address complaints about the University or a University program to the applicable Program Director, Dean, or the University President.

- Complaints Procedure

Complaints about a USA employee or student should be resolved by communicating directly with the individual or department head.

1. If a resolution is not possible at this level, a written complaint may be filed. Written complaints should be addressed to the Grievance Committee:

University of St. Augustine
Grievance Committee Chair
St. Augustine Florida Campus
1 University Blvd.
St. Augustine, FL 32086

All complaints will be fully investigated by the Grievance Committee and a written response will be provided to the complainant.

The original written complaint, a copy of the response, and a description of any actions taken as a result of the complaint will be maintained on file for 6 years following the date of the resolution.

Unresolved Complaints

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

- WASC Senior College and University Commission
    - Complaints may be filed with the University's institutional accrediting body by contacting the WASC Senior College and University Commission (WSCUC) at http://www.wascsenior.org/comments and reviewing the Policy on Complaints and Third-Party Comments to ascertain the appropriate means to communicate comments and complaints.
- American Physical Therapy Association
    - Complaints about the Physical Therapy program can be submitted to CAPTE by requesting the Procedures for Handling Complaints About an Accredited or Developing Physical Therapy Program.
        - This document can be obtained by writing to CAPTE at 1111 N. Fairfax Street, Alexandria, VA 22314, by telephone 703-706-3245, or visit http://www.capteonline.org/Complaints/.
- American Occupational Therapy Association
    - Complaints about the Occupational Therapy program are handled as part of the Code of Conduct and Ethics Guidelines for AOTA.
        - For more information on this process please visit http://www.aota.org/About-Occupational-Therapy/Ethics.aspx.
- Department of Education
    - Complaints about discrimination based on race, color, national origin, sex, age, or disability are handled by the Office for Civil Rights.
        - For more information on this process please visit http://www2.ed.gov/about/offices/list/ocr/complaintintro.html.
- In California
    - A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589 or by completing a complaint form at http://www.bppe.ca.gov/enforcement/complaint.shtml.
- In Florida
    - For information on the Commission for Independent Education's complaint process go to http://www.fldoe.org/cie/complaint.asp.
- In Texas
    - For more information on making a complaint to the Texas Higher Education Coordinating Board go to www.thecb.state.tx.us/studentcomplaints. Title 19 of the Texas Administrative Code, Sections 1.110-1.120 governs the rules for student complaints: http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y
- Additional States

- The University of St. Augustine has taken the necessary steps to apply and/or receive authorization to deliver education, to market, and to affiliate with clinical education sites in all 50 states. For information on a specific state, or to file a complaint go to http://www.usa.edu/p54-226-Complaints.aspx.

PROPER CONDUCT

Students are expected to conduct themselves in a professional manner, which upholds the integrity of their profession and the University. Further information is available in the Student Handbook.

SUSPENSION OR DISMISSAL

The University, through its faculty or appropriate committees, reserves the discretionary right to suspend or dismiss any student from the University for failure to maintain

- a satisfactory academic record, or
- acceptable personal and professional behavior.

Appeal Process

The student has the right to appeal to the appropriate University committee and, if applicable, to the President of the University, in the event of a decision to dismiss and/or suspend from the University.

STUDENT SERVICES

OFF-CAMPUS HOUSING

The University does not provide housing or have dormitory facilities under its control. All University students reside off campus, and the University has no responsibility to find or assist a student in finding housing. The Student Services Office makes available to new and current students general information about housing located near University facilities. Availability of housing located reasonably near the University's facilities varies.

COUNSELING SERVICES

Clinical psychologists under contract to the University can provide a variety of services to include peer counseling, crisis intervention, mental health programs, consultative services, assertiveness training workshops, anxiety management seminars, leadership development seminars, and interpersonal skills building workshops.

VETERANS' BENEFITS

St. Augustine, Florida, Campus – The first professional, transitional Physical, and Occupational Therapy degrees, Doctor of Health Science, and Doctor of Education degree programs are approved by the State Approving Office for training of veterans and other eligible persons. Questions regarding benefits, enrollment certification, etc., should be directed to the certifying officer in the Financial Aid Office on the St. Augustine, Florida, campus.

San Marcos, California, Campus – The first professional Physical Therapy and Occupational Therapy degree programs are approved by the California Approving Office for training of veterans

and other eligible persons. Questions regarding benefits, enrollment certification, etc., should be directed to the certifying officer in the Financial Aid Office on the San Marcos, California, campus.

Austin, Texas, Campus – The first professional Physical Therapy program is approved by the Texas Approving Office for training of veterans and other eligible persons. Questions regarding benefits, enrollment certification, etc., should be directed to the certifying officer on the Austin, Texas, campus.

Miami, Florida, Campus – The Miami, Florida, campus is not approved for veterans' benefits at this time.

INTERNATIONAL STUDENT SERVICES

Students attending the University on a student visa are assisted with immigration and naturalization services issues by the designated school official located in the Registrar's Office.

ASSISTANCE FOR STUDENTS WITH DISABILITIES

In accordance with the Americans with Disabilities Act (ADA), the University of St. Augustine for Health Sciences is dedicated to providing reasonable accommodations to any student with a disability. The University has developed a list of essential functions that a student must possess in order to successfully complete the Occupational Therapy and Physical Therapy programs. This list is provided to prospective students as part of the application packet and to newly admitted students as part of the acceptance process. Each student must endorse that he or she has reviewed and understands the list of essential functions. If a student feels he or she is unable to meet any of these essential functions, a request for accommodations must be made to the Director of Disability Services. To request reasonable accommodations, a student must complete the Reasonable Accommodation Request Form available through the MyUSA portal Admissions tab. New first professional full-time and flex students receive this form along with instructions for making a request once they have submitted their tuition deposits. New students should submit the completed form and appropriate documentation to the Director of Disability Services no later than the first Friday of the trimester. The director will review the request and inform the student in writing of the decision. The student will be asked to sign a form indicating his or her understanding and agreement with the accommodations. It is the student's responsibility to notify his or her instructors of the approved accommodations according to the directions that will be provided.

Faculty are to adhere to the accommodations as listed and are encouraged to seek clarification from the Director of Disability Services should there be a question about an accommodation. Should a student request something different than what is approved, the faculty member, advisor, and/or Program Director should inform the student that only the approved accommodations will be provided. Should the student wish to alter the accommodation, he or she must make a request for changes in accommodations to the Director of Disability Services; the form is available through the MyUSA portal Admissions tab.

Students with a disability should expect to maintain the standards that apply to all University students and request only the accommodations approved by this process. Any discrepancy encountered by the student or faculty in the written accommodation plan should be brought to the Director of Disability Services for review and action. Student progress may be reviewed as to his or her ability to perform safely and appropriately in a clinical situation. Students will be advised in writing of concerns regarding clinical performance.

PLACEMENT SERVICES

The University of St. Augustine for Health Sciences does not guarantee employment. Completion of the degree program is not a guarantee of employment. The University provides students with job postings located on the MyUSA portal, first-professional program students are required to participate in résumé writing and interviewing skills as part of their coursework. The University holds on-campus job fairs twice a year, supplies a career guide to students before each job fair, and provides students with information on recruiting services.

ACADEMIC ADVISEMENT

A Faculty Advisor will be appointed for each student. This advisor will serve in two capacities. The first is to advise the student on academic matters, and the second is to assist in professional development. Should a student wish to change advisors, he or she should meet with his or her respective Program Director.

DIVISION OF FIRST PROFESSIONAL STUDIES

Master of Occupational Therapy (MOT)

Flex Master of Occupational Therapy (MOT)

Doctor of Occupational Therapy (OTD)

Doctor of Physical Therapy (DPT)

Flex Doctor of Physical Therapy (DPT)

Dual Degree Option (MOT and DPT)

GENERAL

The Division of First Professional Studies offers first professional degrees in occupational therapy and physical therapy. The curricula mirror the University's philosophy that the future professionals in these career fields should be educated in an interprofessional environment to the extent possible. The intent of this philosophy is for graduates in these majors to gain an understanding and appreciation of each other's scope of practice.

We strive to offer the highest quality online courses and classroom instruction while taking pride in making the entire educational experience accessible and interactive for students. The blended learning approach allows students to have a vast range of learning techniques at their fingertips. All online courses were developed with an in-depth understanding of the educational needs of students—how they will best retain the information provided to them and the ease of accessibility to key University support services and staff to offer assistance along the way. Lab classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive distance activities and augmented by in-class discussions. Clinical internships and fieldwork experiences occur at sites located in the United States and, on a limited basis, internationally.

The following policies apply to the first professional programs. Please refer to the Student Handbook for the policies pertaining to the Doctor of Occupational Therapy, Post Professional, the transitional Doctor of Physical Therapy, Doctor of Education, and Doctor of Health Science degree programs.

Admission

Applicants for the first professional programs must have completed a baccalaureate degree from an accredited institution before entering the program. Applicants may apply while still enrolled in an undergraduate degree program and may be admitted contingent upon successful completion of that degree. Applicants who have already completed the baccalaureate degree, but lack the required program prerequisites, may apply and potentially be admitted contingent upon successful completion of the prerequisites prior to enrollment.

Admission Requirements

- A baccalaureate degree or equivalent from an accredited college or university
- A minimum grade of a 'C' on the program prerequisites is recommended
- A minimum GRE score of 294 (new version) or 1,000 (old test version; verbal and quantitative sections combined) is recommended

Note: In addition to these requirements, the Admissions Committee will consider all submitted supporting documentation as outlined below. Applicants with a felony conviction will not be admitted to a first professional degree program.

Supplemental Supporting Documentation*

In addition to the application, official transcripts, and GRE scores outlined in the general admission to graduate study, the following supporting documentation is required:

- List of required prerequisite coursework in basic sciences and social sciences and the dates each course was or is to be completed for each respective program is required. Basic science prerequisites completed more than 5 years prior to admission are subject to validation. Applicants may petition the Admissions Office to substitute a similar course or group of courses for a prerequisite. The petition should include the course description. Approval for substitution depends on course level and content as compared to the prerequisite course. The Admissions Office, in collaboration with the respective Program Director, will determine if the substitution is approved or denied and notify the applicant of the decision.
- Two reference checklists are required. Two references should be provided from therapists, respective to the program for which admission is sought, preferred or one therapist and one faculty member or academic advisor.
- Statement of purpose
- Documentation of required observation hours, if required by the program
- Current résumé
- A comprehensive background check requiring fingerprints and drug screen will be administered during the admissions process.

** Supplemental Application Requirements are available after submission of the online application and can be found on the MyUSA portal Admissions tab.*

International Students Applying for Admission

The University of St. Augustine for Health Sciences does not offer English language services, including instruction. All instruction at the University is conducted in English.

Additional requirements for international or foreign-educated students and students whose native language is not English are as follows:

- Applicants who completed their education outside the United States must also provide an academic credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provides evidence that the degree earned is equivalent to a bachelor's degree from an accredited institution in the United States.
- Applicants from a country where English is not the primary language, or for whom English is a second language, must submit an official TOEFL score report. A minimum score of 550 (paper-based testing), 210 (computer-based testing), or 83 (Internet-based testing) is required. The TOEFL may be required at the discretion of the University.

Application Due Dates

Applications and required supporting documentation should be submitted by the due date outlined below for priority processing:

- December 15th September (Fall Term)
- June 15th January (Spring Term)
- October 1st May (Summer Term)

Applications received after these due dates will be considered on a space-available basis.

Interviews

The Admissions Committees evaluate applicants and issues invitations to selected qualified candidates to participate in an information exchange and interview session on campus. Qualified applicants have provided evidence of academic, professional, and/or personal achievement and promise. The personal interview provides additional information used by the Admissions Committees to determine the final admission status of these applicants.

Credit Hour Policy

Definition of Credit Hour

It is the policy of the University of St. Augustine for Health Sciences to establish credit hour definitions and policies for calculation. Guidelines by the Department of Education and WSCUC suggest that a school measures credit hours in terms of the amount of time in which a student is engaged in academic activity. A credit hour should be defined as an *amount of work represented in intended learning outcomes and verified by evidence of student achievement* that is an institutionally established equivalency and reasonably approximates the following criteria:

1. One hour of classroom or direct faculty instruction or student engagement and a minimum of *two hours of out of class student work (preparation) each week for approximately 15 weeks for 1 semester or trimester of credit,* or at least an equivalent amount of work over a different amount of time. [Note: For example, a two credit hour course over a 15-week term would require at least 30 hours of direct academic engagement (2 hours/week) and 60 hours of student preparation time (4 hours/week) for the average student. If this same course was offered over 8 weeks, the same number of hours would be required for the term, but the weekly hours would change to 4 hours/week of academic engagement and 8 hours/week of out of class (preparation) work.
2. Formal laboratory instruction is also direct faculty instruction and equates to 2–3 contact hours per week per credit over a 15 week term, with documentation maintained on lab experiences and supported by the course outline/syllabi.
3. When determining online and/or face-to-face academic engagement time (excluding student preparation time), the courses should fall within certain allowable contact hours over the semester according to the number of credit hours. Courses with labs will have larger contact hours than non-lab courses.

4. An equivalent amount of work (measured in contact hours) for other academic activities established by the institution including laboratory work, internships, practice, and other academic work leading to the award of credit hours.
5. Fieldwork/Internships are calculated at 45 hours = 1 credit hour.

   Per the above, the University of St. Augustine for Health Sciences further defines "other academic activities" as practice of lab techniques (usually a range of 2–3 contact hours per credit), practicum, shadowing, studying, reading, preparing for assignments, group work, service learning, or other academic activities related to a specific course.

- An institution should be able to demonstrate its measurements of time allocated for learning experiences and that the learning outcomes are accomplished.
- Review of course credit content will be performed on a regular basis by way of student course evaluations, time studies within a course and curriculum, annual reports, and programmatic reviews.
- All new courses should be reviewed for the above as part of the curriculum review process.
- All courses should have a descriptive table of how contact hours are spent in both instruction and academic activities in the course syllabus.
- Certain types of courses cannot and will not be measured in this manner, primarily due to the subjective nature of personal study/work time of each student. These types of courses include exit exams, practicum, fieldwork, clinical rotation, clinical integration, independent study, directed reading, capstone courses, products demonstrating excellence, and dissertation.

Campus Location Change

Students who want to change to another campus location must submit a Campus Location Change Request Form (available on the MyUSA portal Students tab) to their current Program Director by midterm of the trimester prior to the requested change. Such requests will be considered on an individual basis and are contingent on space availability. The student will be notified of the outcome of the location change request via e-mail by the Registrar's Office. Please note: Program completion dates of students who change campus locations may be extended.

ACADEMIC PROGRESSION, SATISFACTORY ACADEMIC PROGRESS (SAP)

The maximum time frames for students to complete their respective programs' graduation requirements are as follows:

- Full-time DPT students have a maximum time frame of 11 trimesters
- Part-time DPT students have a maximum time frame of 14 trimesters
- Flex DPT students have a maximum of 18 trimesters
- Full-time MOT students have a maximum time frame of 9 trimesters
- Part-time MOT students have a maximum time frame of 12 trimesters
- Flex MOT students have a maximum time frame of 14 trimesters
- Dual degree option students have a maximum time frame of 15 trimesters

The role of the Academic Progression and Retention Committee (APRC), in conjunction with the Student Services Office, is to monitor each student's academic progress throughout the curriculum. Grades from each faculty member are submitted to the APRC at midterm for their review. At the end of each trimester, grades are submitted to the Registrar. The Registrar will notify students who are placed on probation or are dismissed from the respective academic program of their status. The student's advisor and the respective Program Director are also notified.

Good Academic Standing Status

Prior to completion of 59 credits for OT and 61 credits for PT, it is expected that a student will meet the following minimum criteria:

- At the completion of the first (full-time) trimester (or 17 credit hours for OT and PT) have a GPA of 2.0
- At the completion of the second (full-time) trimester (or 38 credit hours for OT and 39 credit hours for PT) have a GPA of 2.5

The University requires that all students enrolled in the first professional programs have a 2.5 cumulative GPA after the completion of the third (full-time) trimester or (59 credits for OT and 61 credits for PT) in the academic curriculum to continue in the respective program. *If a student does not achieve this cumulative GPA he or she will be dismissed from the program.*

Academic Progression Warning

An e-mailed letter of academic concern will be issued to any student whose grade in any class at midterm is below a C level. The intent of the concern letter is to notify the student of less than satisfactory academic progress and the potential for course failure. A student receiving an academic concern letter at midterm must contact the instructor(s) by phone or e-mail or meet with the instructor(s) for the course(s) within 1 week of receipt of the concern letter. The student and course instructor(s) will discuss the student's performance, and the student will develop a plan, approved by the instructor, to improve future performance. The student must then notify his or her advisor of the plan. If a student does not contact his or her course instructor, a note will be placed in the student's academic file noting the failure to comply with this policy.

An Academic Warning will be given to any student who is not in good academic standing at the conclusion of any trimester. The intent of the Academic Warning is to notify the student of less than satisfactory academic progress. A student receiving an Academic Warning at the end of the trimester must contact his or her advisor during the first week of the subsequent trimester and develop a plan, approved by the student's advisor, to improve future performance.

Academic Progression Probation

A student who makes a grade below a C in any course will be placed on Academic Probation and must undergo remediation and repeat the course for credit. Such students will be made aware in writing that they are at risk for failure to complete the program.

- A student who is no longer in good academic standing must meet with the instructor and his or her Faculty Advisor to develop a plan for remediation and monitoring. The plan may allow them to take additional coursework with the approval of the Program Director.
- The student must receive a grade of C or better to progress academically.

- If the student receives a grade of C or better, the student will be taken off Academic Probation.
- If the student receives a grade below C when retaking a course, the student will be dismissed.

Any student who is on probation may not participate in any work-study program unless approved by the Program Director. Students placed on probation are at risk of not graduating from the University and not passing the national board exams.

Any student who does not successfully complete the coursework necessary to exit probation may be at risk of being denied federal financial aid due to not maintaining satisfactory academic progress.

Dismissal and Academic Progression Appeals

A student will be dismissed if

- an F is received in any course (a student receiving a failing grade during fieldwork/internship is also subject to this policy);
- two grades of D are received;
- or
- after the completion of 59 credits for OT and 61 credits for PT, the student has a GPA below 2.5.

The Registrar notifies the APRC and the Program Director of any students who are being recommended for academic dismissal. The student will be notified of his or her dismissal by the Registrar.

A student may appeal the dismissal to the Academic Appeals Committee (AAC), who will make a recommendation to the Program Director. If an appeal is successful, a readmission agreement between the student and the Program Director (or Dean) is made to document any conditions for the student's continuation at the University. Readmission agreements can only be appealed if there are mitigating circumstances, and such appeals can only be made to the University President or designee. Please note: A student who is readmitted upon appeal must reapply to the Director of Disability Services for any reasonable accommodations that may have been previously granted.

When a student is suspended for Academic Probation or for professional misconduct, he or she will turn in his or her student ID badge to the Registrar's Office and remain off campus. The dismissed student may visit campus by appointment with the academic advisor or Registrar and, when on campus, restrict activities to that appointment.

Academic Evaluation and Right of Appeal

All students must sign an Acknowledgement of Appeals Procedure Form as part of the orientation process. An Acknowledgement of Appeals Procedure Form can be found on the MyUSA portal Admissions tab.

The responsibility for academic evaluation will rest with the instructor. For minor appeal issues, which are decisions that would not result in probation or dismissal, the student appeals to the faculty member involved in the particular issue. If the student is not satisfied with the faculty member's resolution of the issue, the student has the right to appeal the issue in writing to the Program

Director within 3 business days of the instructor's decision. The Program Director then has 5 business days to research the issue and render a decision.

If the student is not satisfied with the Program Director's response, the student can appeal the issue to the President or designee in writing within 5 business days after the Program Director's response. After hearing the issue, the President has 2 business days to either render a verdict on the issue, or redirect the issue at that point to the Appeals Committee.

Any student who has been dismissed may formally appeal this decision in writing to the Registrar with a copy to the respective Program Director within 2 business days from receipt of the notification. If the student does not meet the stated deadline, the appeal may not be considered. In extenuating circumstances, the student may request an extension from his or her respective Program Director or designee (i.e., Registrar); however, this request must be made within the above stated deadline.

Appeal letters should address

- the rationale behind the appeal and why the student believes the appeal is warranted, and
- future circumstances that will enable the student to rectify previous poor academic performance.

The Registrar will forward the student's appeal to the AAC within 2 business days. After discussion between the AAC and the Program Director, a decision is rendered. The Program Director will convey the AAC's decision to the student and the Registrar.

The AAC will meet six scheduled times per calendar year (See Academic Calendar). These meetings will convene 2 days prior to the first day of classes of each trimester and at midterm of each trimester. Procedures for the meetings are as follows:

Prior to Trimester Meetings: The AAC will convene within 2 days prior to the first day of classes of the next trimester or at the earliest convenience for both the student and the committee members. The student must appear personally before the AAC at its convenience. A written recommendation will be given to the Program Director within 2 business days of adjourning the meeting with the student.

> *Academic Progression During the Appeals Process:* The first professional student will be allowed to attend scheduled classes throughout the entire appeal process.
>
> In the best interest of the student and clinical site, a student will not be allowed to progress to a clinical education experience when appealing a University dismissal. If the appeals process upholds the dismissal, the student will be dismissed from the university. If the appeals process reverses the dismissal from the university, the student will be placed on a readmittance contract and be required to remediate to meet all course requirements before entering a clinical education experience.

Midterm Meetings: The AAC will convene on or about midterm of each trimester or at the earliest convenient time for both the committee and the student. The student must appear personally before AAC. The AAC will give a written decision to the Program Director within 2 business days of adjourning the meeting with the student.

In the event of extenuating circumstances, if a student is unable to meet at the University's designated AAC meeting times, the student may request an alternate meeting time. This request

must be submitted to the chair of the AAC in writing with detailed rationale supporting the student's need for an alternate time.

Students geographically distant from the University of St. Augustine campus may be allowed to appear before the AAC via phone conference solely at the discretion of the AAC.

Should the student not agree to the decision of the AAC, the student has the right of an appeal to the President or an appointed designee. The appeal must be submitted, in writing, within 5 business days to the President. Upon request, the President or designee will review pertinent records, at his or her discretion, including a review of the process to ensure that it was correctly followed, and may meet with the AAC and the student. The President or designee will follow the process as established in the Student Handbook and ensure that the process is followed. If the final decision by the President results in dismissal, the student will no longer be permitted to remain in any courses.

Dismissal policies will be implemented as fairly and equitably as possible considering all extenuating circumstances.

Once a final appeals decision on academic dismissal has been rendered, the student does not have access to the appeals process for this same issue again.

DEGREE COMPLETION

Acceptance into the University and payment of tuition (on a trimester - trimester-basis) is not a contract assuring that the student will graduate with the degree for which he or she applied. Graduation will depend on satisfactory GPA, professional conduct, issues of safety, and the satisfactory completion of clinical internship/fieldwork experiences and exit exams (where applicable). Students in the first professional DPT program must also complete the courses in their final trimester in order to participate in the commencement ceremony. The Student Handbook and the course syllabi detail what is considered satisfactory.

CONTINUING EDUCATION POLICIES

Students will *not* be excused from scheduled classes, internships, or fieldwork to attend Continuing Education courses.

TUITION AND FEES POLICIES

The University has established specific policies, procedures, and guidelines defining its relationship with its students. These are outlined in the Enrollment Agreement that is included in each admission acceptance packet. Each student is required to submit a signed copy of the Enrollment Agreement to the Student Services Office as part of the acceptance acknowledgement process. As a prospective student, you are encouraged to review this Catalog prior to signing the Enrollment Agreement. For our California campus students are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing the Enrollment Agreement.

Tuition

Refer to program-specific tuition and fees information in the previous Financial Information section. Student fees, textbooks, professional fees, health insurance, travel to and from clinical training sites, as well as meals and lodging costs, supplies, and lab wear, are not included in tuition and will be extra. These extra additional school expenses are expected to be approximately $5,000–$7,000 for each program; these costs are subject to change. Please refer to the program cost-of-attendance sheets located on the University's website.

Candidates are required to submit a $500 deposit within 30 days of acceptance into a program. This deposit is deducted from the first trimester tuition balance. The remaining balance is due on registration day. Any excess loan proceeds (beyond the first trimester tuition and fees) will be refunded to the student according to the student disbursement schedule.

After the first trimester, any tuition balance not paid at the time of trimester registration will receive a 10% late penalty and both tuition and late penalty must be paid in full no later than the close of business on the last day of the week in which classes begin. Students will be removed from class after this point if not paid in full. The only exception is students whose financial aid has been delayed through no fault of their own.

Cancellation Policy—Texas Campus

A full refund will be made to any student who cancels the enrollment contract within 72 hours (until midnight of the third day excluding Saturdays, Sundays, and legal holidays) after the enrollment contract is signed. A full refund will also be made to any student who cancels enrollment within the student's first 3 scheduled class days, except that the school may retain not more than $100.00 in any administrative fees charged, as well as items of extra expense that are necessary for the portion of the program attended and stated separately on the Enrollment Agreement.

Students Right to Cancel—California Campus

Students at the California campus may cancel their Enrollment Agreement for school and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later.

TUITION REFUND POLICY

University of Saint Augustine for Health Sciences institutional refund policy has been established in accordance with current state and federal regulations and applicable accrediting standards. A refund to the student or fund source may result from the application of the University's Institutional Refund Policy.

NOTICE OF CANCELLATION FIRST PROFESSIONAL PROGRAMS

Students must notify the University in writing of cancellation. All monies paid by an applicant other than books, supplies, materials and kits which are not returnable from use are refunded if cancellation occurs within one week (seven-days) after signing the University's Enrollment Agreement and making an initial payment.

$500 Deposit Refund Policy First Professional Programs

Refund of Tuition Deposit for Withdrawal Within the First Seven Days: If notification of withdrawal from the University is submitted within seven days of submission of the tuition deposit, a full refund of the tuition deposit will be returned to the student.

Refund of Tuition Deposit for Withdrawal After the First Seven Days But Before the Start of the Trimester: If notification of withdrawal from the University is submitted after seven days of submission of the tuition deposit up to the start of the trimester courses, a partial refund of $400 (the University retains $100 as an admissions fee) will be returned to the student.

TUITION REFUND POLICY FIRST PROFESSIONAL PROGRAMS

The university of st. Augustine for health sciences has an established add/drop period that is the first week (seven days) of each semester. All tuition and fees will be refunded to students or to student loans, who withdraw from a program or a course within the add/drop period.

If a student withdraws from the program or a course after the add/drop period but prior to completion, the student may be eligible for a tuition refund in accordance with the following policy:

Withdrawing from a Program-Refund of Tuition after the Start of Trimester Courses: For students who withdraw from ALL classes during day 1 – 7 of the trimester (Add/Drop period), 100% of tuition/fees will be refunded to student and/or to their loan. After day 7 for students who withdraw from ALL classes but before 60% of the term has elapsed, USAHS will calculate the refund using a percentage formula and return the refund to the student and/or to the student loan. If more than 60% of the term has elapsed, there will be no refund.

Withdrawing from a Course-Students withdrawing from 1 or more course(s), but not the program, will have their refund calculated under the same percentage formula as those withdrawing from a program.

> Step 1: Determine the percentage of the enrollment period the student attended before withdrawing (days attended divided by total days in the period). If over 60%, then no refund is due.
>
> Step 2: Determine the amount of tuition earned by school by multiplying the total tuition/fee charged by the percentage of time enrolled.
>
> Step 3: Compare the amount of tuition earned by school to the amount received by the school. If more funds were received by the school than tuition earned by school, determine the amount of funds that must be returned by subtracting the tuition earned by school amount from the amount received by the school.
>
> Step 4: Distribute this calculated amount as a refund to the student or to student loan.

Refunds are made within 30 days of the date the University determines that the student has withdrawn.

For students who receive federal financial aid who withdraw (including transfers and leaves of absence) from ALL classes on or before 60% of the term has elapsed, a portion of your tuition will be returned to your lender. Please see the University's R2T4 policy for further information.

LEAVE POLICIES

Emergency Leave

A student may be granted up to 2 weeks of emergency leave by the Program Director. After this time the student can return to classes but is responsible for the material covered in all classes during the leave time. If the emergency leave extends beyond 2 weeks, the student will be required to take a leave of absence (see below). Under such circumstances, the student's tuition will be applied to the following trimester.

Leave of Absence

To request a leave of absence, a student must complete a Leave of Absence Request Form (on the MyUSA portal Students tab) and forward it to the Program Director for approval.

- An approved leave of absence is restricted to a cumulative total time of 3 trimesters. Leave may be taken for 1 trimester at a time or for an entire calendar year but not more than a total of 1 calendar year. Leave taken at any time during a trimester is considered as an entire trimester of leave and students must retake the entire trimester of coursework. A year-long leave begins from the date of the beginning of the trimester of the leave of absence. A student must notify the Registrar of his or her intention to return to the program at least 30 days before the start of the term.
- Scholarship students who are granted an approved leave of absence for academic reasons forfeit any scholarship funds upon their return. For scholarship students who are granted an approved leave of absence for medical reasons, the scholarship will be suspended and will resume upon their return from the leave of absence.
- Currently enrolled students who are granted an approved leave of absence will be refunded any tuition due based on the University refund policy.
- If a student is approved for a leave of absence within 2 months of the beginning of a term, a credit in the amount of tuition paid for that trimester less any refunds will be applied to his or her account and available for use up to 1 year from the date of leave of absence. This credit is forfeited after 1 year.
- Students should be aware that any leave from the institution may have a financial aid impact and should consult with the Financial Aid Office. In compliance with federal regulations, for federal financial aid purposes, a leave of absence is treated the same as a withdrawal. If you are considering taking a leave of absence, please be aware of the following:
    - In accordance with financial aid regulations, a leave of absence cannot exceed 180 days. If your leave of absence exceeds 180 days your loan will go into repayment status.
    - You must make a written request to be granted a leave of absence.
    - You will be required to complete exit counseling prior to beginning an approved leave of absence.
    - It will be necessary to reapply for loans upon return to school.
    - You must notify the Financial Aid Office upon your return to school, so that your lender, guaranty agency, and National Student Loan Data System, (NSLDS) can be notified.
- The University reserves the right to reassess the “Essential Functions for Occupational Therapy and Physical Therapy” of any student returning from any leave of absence and to decline or conditionally approve his or her resumption of classes if he or she is unable to meet the essential functions with reasonable accommodations.
- Upon returning from a leave of absence, a student who has been receiving reasonable accommodations must reapply to the Director of Disability Services to have accommodations reinstated.

- If a leave is greater than 1 year, a student is no longer considered enrolled and must re-apply as a prospective student to the University.

Termination of Enrollment—Austin Campus

The school shall terminate the enrollment of a student who accumulates the lesser of the following amounts of absences:

1. More than 10 consecutive school days
2. More than 20% of the total course time hours in a program with course time of more than 200 hours
3. More than 25% of the total course time hours in a program or individual class with course time of 41 to 200 hours
4. More than 25% of the total course time hours for seminars, individual classes, or programs with course time of 40 hours or less
5. Any number of days if the student fails to return as scheduled from an approved leave of absence

AUDIT POLICY

Auditing of a class is permitted, if space permits, with approval of the Program Director and course instructor. Auditing of a class requires payment of full tuition for that course. The student who is auditing may not take the practical or written exams in that course.

MASTER OF OCCUPATIONAL THERAPY (MOT)

Occupational therapy is a health and rehabilitation profession. Occupational therapists provide services to individuals of all ages who have physical, developmental, emotional, and/or social deficits. Occupational therapists practice in public and private schools, rehabilitation centers, hospitals, hand therapy clinics, home health agencies, and in private practice.

Mission Statement

The mission of the University's MOT program is to graduate a diverse population of practitioners who have the skills necessary to analyze human occupation and to implement science-driven and evidence-based interventions that promote quality of life for the clients whom they serve. The graduates will contribute to their profession and to a global society through their competence, ethical standards, and professionalism.

Program Learning Outcomes

Upon completion of the Master of Occupational Therapy program, graduates will demonstrate the ability to

- exhibit the skills of a professional occupational therapist through a commitment to lifelong learning,
- advocate for the profession of occupational therapy while collaborating with other members of a health care team,
- practice clinical reasoning skills based on foundational knowledge and professional skills in order to provide optimal interventions for client problems in varied settings,
- ensure optimal and culturally competent verbal and written communication of occupational therapy services,
- implement principles of ethical and professional behavior in the delivery of occupational therapy services,
- use effective leadership skills to advance the role of occupational therapy, and
- evaluate evidence-based information by accessing resources and interpreting information for competent interventions.

Program Prerequisites

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

- 3 credits of general college physics, kinesiology, or physical science
- 3 credits of general college biology
- 6 credits of anatomy and physiology
- 3 credits of human development across the lifespan
- 1 credit of medical terminology
- 12 credits of social sciences (e.g., psychology, sociology, anthropology, abnormal psychology)

- Unless candidates have current work experience in a health sciences field, it is recommended that their prerequisites be no more than 5 years old—especially anatomy and physiology.

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

Delivery of Coursework

The MOT program is 93 credits, and is offered on a full-time basis over 7 trimesters. Coursework is provided in a blended learning format. This is a combination of an online learning component with classroom instruction. Lab classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive online activities and augmented by in-class discussions. This learning style allows students to have a vast range of learning techniques at their fingertips.

Curriculum

Trimester I		**Trimester Hours**
HSC 5120C	Gross Anatomy I	4
HSC 5130C	Patient/Client Care Management I	3
HSC 5135	Evidence-Informed Practice I	2
OCT 5135C	Anatomy Applied to Occupation	3
OCT 5140	Domains of OT	3
OCT 5145	Occupational Engagement	2
	Trimester Total	**17**

Trimester II		
HSC 5310C	Clinical Neuroscience	4
OCT 5210	Scholarly Design	2
OCT 5215C	Human Movement of Occupational Performance	4
OCT 5225C	Process of Occupational Therapy	4
OCT 5230C	Conditions Impacting Occupational Performance	4
	Trimester Total	**18**

Trimester III		
HSC 5665	Wellness and Health Promotion	3
OCT 5330C	OT Methods I: Assistive Technology	3
OCT 5335C	Clinical Applications of OT in Psychosocial & Community Settings	5

OCT 5340	Scholarly Implementation	2
OCT 5355C	Clinical Applications of OT in Pediatrics/Adolescence	5
	Trimester Total	**18**

Trimester IV

HSC 5670	Administration and Management in Rehabilitation Services	3
OCT 5410C	Clinical Applications in Adulthood	5
OCT 5425C	Clinical Applications in Geriatrics	5
OCT 5430	Scholarly Dissemination	2
OCT 5445C	OT Methods II: Orthotics, Prosthetics, and Modalities	3
	Trimester Total	**18**

Trimester V

OCT 5550	Fieldwork IIA	11
	Trimester Total	**11**

Trimester VI

OCT 5660	Fieldwork IIB	11
	Trimester Total	**11**

Students Studying at the San Marcos Campus

FLEXIBLE MASTER OF OCCUPATIONAL THERAPY (FLEX MOT)

Occupational therapy is a health and rehabilitation profession. Occupational therapists provide services to individuals of all ages who have physical, developmental, emotional, and/or social deficits. Occupational therapists practice in public and private schools, rehabilitation centers, hospitals, hand therapy clinics, home health agencies, and in private practice.

Mission Statement

The mission of the University's MOT program is to graduate a diverse population of practitioners who have the skills necessary to analyze human occupation and to implement science-driven and evidence-based interventions that promote quality of life for the clients whom they serve. The graduates will contribute to their profession and to a global society through their competence, ethical standards, and professionalism.

Program Learning Outcomes

Upon completion of the Master of Occupational Therapy program, graduates will demonstrate the ability to

- exhibit the skills of a professional occupational therapist through a commitment to lifelong learning,
- advocate for the profession of occupational therapy while collaborating with other members of a health care team,
- practice clinical reasoning skills based on foundational knowledge and professional skills in order to provide optimal interventions for client problems in varied settings,
- ensure optimal and culturally competent verbal and written communication of occupational therapy services,
- implement principles of ethical and professional behavior in the delivery of occupational therapy services,
- use effective leadership skills to advance the role of occupational therapy, and
- evaluate evidence-based information by accessing resources and interpreting information for competent interventions.

Program Prerequisites

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

- 3 credits of general college physics or kinesiology
- 3 credits of general college biology
- 6 credits of anatomy and physiology
- 1 credit of medical terminology
- 12 credits of social sciences (e.g., psychology, sociology, anthropology, abnormal psychology)
- 3 credits of human development across the lifespan

- Unless candidates have current work experience in a health sciences field, it is recommended that their prerequisites be no more than 5 years old—especially anatomy and physiology.

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

Delivery of Coursework

The Flex MOT program is 93 credits, and offered over 9 trimesters. More than 50% of the coursework is delivered online to the student. The online courses consist of web-based text with extensive graphics, videos, and audio clips. There are opportunities provided for faculty-to-student and student-to-student synchronous and asynchronous interactive collaboration. Assessment of online learning outcomes includes a wide variety of evaluation tools depending on the course outcomes, such as (1) regular quizzes completed online, (2) graded bulletin board assignments, (3) case reports, (4) group projects, (5) research papers, and (6) article critiques.

In courses with a lab component, students come together for up to 16 hours of laboratory classes per weekend, 4 to 7 weekends per trimester. The lab sessions provide an avenue for teaching activities not well suited for online delivery, such as the hands-on learning that is vital to occupational therapy education, as well as oral presentations, lab practical testing, and socialization activities. Additionally, students may have to make arrangements for online or locally proctored exams at other times, which may include non-lab weekends. Currently, these lab activities are located on the St. Augustine, Florida, campus.

Students in the Flex program complete two full-time fieldwork experiences that are 12 weeks in length in the second half of the program. Generally this portion of the curriculum is completed with full-time attendance by the Flex MOT student, although alternate arrangements can be made when this is not possible.

There are two cohort groups of students admitted per year, starting in September and January with a maximum of 25 students per group and a minimum of eight students. If the number of Flex cohort students drops below 8, the University reserves the right to hold the cohort group back a trimester to combine with the following group.

Curriculum

Trimester I		**Trimester Hours**
HSC 5120C	Gross Anatomy I	4
OCT 5135C	Anatomy Applied to Occupation	3
OCT 5140	Domains of OT	3
	Trimester Total	**10**

Trimester II		
HSC 5130C	Patient/Client Care Management I	3
HSC 5135	Evidence-Informed Practice I	2
OCT 5145	Occupational Engagement	2

OCT 5225C	Process of Occupational Therapy	4
	Trimester Total	**11**

Trimester III

OCT 5210	Scholarly Design	2
OCT 5215C	Human Movement for Occupational Performance	4
OCT 5230C	Conditions Impacting Occupational Performance	4
	Trimester Total	**10**

Trimester IV

HSC 5310C	Clinical Neuroscience	4
OCT 5335C	Clinical Applications of OT in Psychosocial & Community Settings	5
	Trimester Total	**9**

Trimester V

HSC 5665	Wellness and Health Promotion	3
OCT 5340	Scholarly Implementation	2
OCT 5355C	Clinical Applications of OT in Pediatrics/Adolescence	5
	Trimester Total	**10**

Trimester VI

HSC 5670	Administration and Management in Rehabilitation Services	3
OCT 5330C	OT Methods I: Assistive Technology	3
OCT 5410C	Clinical Applications in Adulthood	5
	Trimester Total	**11**

Trimester VII

OCT 5425C	Clinical Applications in Gerontology	5
OCT 5430	Scholarly Dissemination	2

OCT 5445C	OT Methods II: Orthotics, Prosthetics and Modalities	3
	Trimester Total	**10**

Trimester VIII

OCT 5550	Fieldwork IIA	11
	Trimester Total	**11**

Trimester IX

OCT 5660	Fieldwork IIB	11
	Trimester Total	**11**

Note: MOT students must complete all Level II fieldwork within 24 months following completion of academic preparation.

For further information about accreditation contact Accreditation Council for Occupational Therapy Education (ACOTE), 4720 Montgomery Lane, Bethesda, MD 20824-1220, Telephone 301-652-2682.

DOCTOR OF OCCUPATIONAL THERAPY (OTD)

Occupational Therapy is a health and rehabilitation profession. Occupational therapists provide services to individuals of all ages who have physical, developmental, emotional and/or social deficits. Occupational Therapists practice in public and private schools, rehabilitation centers, hospitals, hand therapy clinics, home health agencies and in private practice.

Mission Statement

The mission of the University's OTD program is to graduate a diverse population of practitioners who have the skills necessary to analyze human occupation and to implement science-driven and evidence-based interventions that promote quality of life for the clients whom they serve. The graduates will contribute to their profession and to a global society through their competence, ethical standards and professionalism.

Program Learning Outcomes

Upon completion of the Doctor of Occupational Therapy Program, graduates will demonstrate the ability to:

- Exhibit the skills of a professional occupational therapist through commitment to lifelong learning.
- Advocate for the profession of occupational therapy while collaborating with other members of the health care team.
- Practice clinical reasoning skills based on foundational knowledge and professional skills in order to provide optimal interventions for client problems in varied settings.
- Ensure optimal and culturally competent verbal and written communication of occupational therapy services.
- Implement principles of ethical and professional behavior in occupational therapy services.
- Use effective leadership skills to advance the role of occupational therapy.
- Evaluate evidence-based information by accessing resources and interpreting information for competent interventions.

Program Prerequisites

Required prerequisite coursework (must be completed with a grade of "C" or better):

- One semester of general college physics or kinesiology.
- One semester of general college biology.
- Two semesters of anatomy and physiology.
- Five semesters of social sciences (e.g., psychology, sociology, anthropology, abnormal psychology, human growth and development).
- Unless candidates have current work experience in a health sciences field, it is recommended that their prerequisites be no more than 5 years old—especially anatomy and physiology.

Note: Prerequisite substitutions can be considered with the approval of the program director.

Delivery of Coursework

The OTD program is 117 credits and is offered on a full-time basis over eight (8) trimesters. Coursework is provided in a blended learning format. This is a combination of an online learning component with classroom instruction. Lab classes are taught in a hands-on setting, while some portions of the course content are presented

through a variety of interactive online activities and augmented by in-class discussions. This learning style allows students to have a vast range of learning techniques at their fingertips.

CURRICULUM

Trimester I		**Trimester Hours**
HSC 5120C	Gross Anatomy I	4
HSC 5130C	Patient/Client Management I	3
HSC 5135	Evidence-Informed Practice I	2
OCT 5135C	Anatomy Applied to Occupation	3
OCT 5140	Domains of OT	3
OCT 5145	Occupational Engagement	2
	Trimester Total	**17**

Trimester II		
HSC 5310	Clinical Neuroscience	4
OCT 5210	Scholarly Design	2
OCT 5215C	Human Movement for Occupational Performance	4
OCT 5225C	Process of OT	4
OCT 5230C	Conditions Impacting Occupational Performance	4
	Trimester Total	**18**

Trimester III		
HSC 5665	Wellness and Health Promotion	3
OCT 5330C	OT Methods I: Assistive Technology	3
OCT 5335C	Clinical Applications in Psych and Community	5
OCT 5340	Scholarly Implementation	2
OCT 5355C	Clinical Applications in Pediatrics/Adolescence	5
	Trimester Total	**18**

Trimester IV		
HSC 5670	Administration and Management	3
OCT 5410C	Clinical Applications in Adulthood	5
OCT 5425C	Clinical Applications in Gerontology	5
OCT 5430	Scholarly Dissemination	2

OCT 5445C	OT Methods II: Orthotics, Prosthetics and Modalities	3
	Trimester Total	**18**

Trimester V

OCT 5550	Fieldwork IIA	11
	Trimester Total	**11**

Trimester VI

OCT 5660	Fieldwork IIB	11
	Trimester Total	**11**

TRIMESTER VII

OCT 6700	Doctoral Project	2
OCT 6720	Leadership and Advocacy	3
OCT 6731	Residency 1 (last 4 weeks) Experiential Component	3
IDS 5802	Elective	3
	Trimester Total	**11**

TRIMESTER VIII

OCT 6832	Residency 2 Experiential Component	13
	Trimester Total	**13**

NOTE: OTD students must complete all Level II fieldwork within twenty-four (24) months following completion of academic preparation.

For further information about accreditation contact: Accreditation Council for Occupational Therapy Education (ACOTE), 4720 Montgomery Lane, Bethesda, MD 20824-1220, Telephone 301-652-2682.

DOCTOR OF PHYSICAL THERAPY (DPT)

Physical therapy is a health profession involved in prevention, evaluation, and treatment of limited physical activity and injury. The practice is based in movement sciences. Physical therapists aid patients from pediatrics to geriatrics in the best methods of restoring an optimum quality of life. Physical therapists practice in rehabilitation centers, hospitals, home health agencies, nursing homes, school systems, pediatric clinics burn centers, wellness facilities, and in private practice.

Mission Statement

The mission of the University's DPT program is to graduate competent, versatile, reflective, empathetic, and autonomous practitioners who by virtue of their critical thinking and active learning skills, clinical experience, diagnostic proficiency, ethical and behavioral standards, and commitment to professionalism will be prepared to assist and direct the patient or client in achieving optimum function. These practitioners will contribute to their practice and society through continued professional growth and personal example of a healthy and productive lifestyle.

Program Learning Outcomes

Upon completion of the Doctor of Physical Therapy program, graduates will demonstrate the ability to

- engage in personal and professional development and lifelong learning activities;
- practice physical therapy in a manner that supports cooperative relationships with patients/clients, other health care providers, and the community;
- perform evidence-informed physical therapist practice based on foundational knowledge and professional clinical skills;
- interact in a professional manner that demonstrates effective communication for various audiences and purposes;
- implement principles of ethical and professional behavior in physical therapist practice;
- display qualities of leadership in physical therapist practice to advance the profession of physical therapy; and
- apply critical thinking to evidence-informed decision making in physical therapist practice.

Program Prerequisites

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

- 6 credits of general college chemistry
- 6 credits of general college physics, biomechanics, or anatomical kinesiology
- 6 credits of general college biology
- 6 credits of anatomy and physiology
- 3 credits of human growth and development across the lifespan
- 1 credit of medical terminology
- 12 credits of social sciences (e.g., psychology, sociology, or anthropology)

- Unless candidates have current work experience in a health sciences field, it is recommended that their prerequisites be no more than 5 years old— especially anatomy and physiology.

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

Delivery of Coursework

The DPT program is 131 credits and is offered on a full-time basis over 8 trimesters. Coursework is provided in a blended learning format. This is a combination of an online learning component with classroom instruction. Lab classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive online activities and augmented by in-class discussions. This learning style allows students to have a vast range of learning techniques at their fingertips.

Curriculum

Trimester I		**Trimester Hours**
HSC 5120C	Gross Anatomy I	4
HSC 5125C	Applied Anatomy I	1
HSC 5130C	Patient/Client Care Management I	3
HSC 5135	Evidence-Informed Practice I	2
PHT 5150	Pathophysiology	4
PHT 5155	Physical Therapist Practice I	3
PHT 5160C	Soft Tissue Interventions I	1
	Trimester Total	**18**

Trimester II		
PHT 5220C	Gross Anatomy II	4
PHT 5226C	Applied Anatomy II	1
PHT 5230C	Biomechanics	4
PHT 5240	Imaging	2
PHT 5245C	Movement Science I	4
PHT 5250C	Musculoskeletal I: Introduction to Orthopedic Physical Therapy	4
	Trimester Total	**19**

Trimester III

HSC 5310C	Clinical Neuroscience	4
PHT 5315C	Neuromuscular I: Concepts and Examination	3
PHT 5345C	Movement Science II	4
PHT 5350C	Musculoskeletal II: Extremity	3
PHT 5360	Differential Diagnosis	2
PHT 5375	Pharmacology	2
	Trimester Total	**18**

Trimester IV

PHT 5420C	Cardiovascular and Pulmonary Physical Therapy	3
PHT 5435C	Biophysical Agents	2
PHT 5440	Physical Therapy for the Integumentary and Lymphatic Systems	1
PHT 5455	Physical Therapy Practice II	3
PHT 5430C	Patient Care Management II	3
PHT 5450C	Musculoskeletal III: Spine	3
PHT 5415C	Neuromuscular II: Evidence in Interventions	3
	Trimester Total	**18**

Trimester V

PHT 5570	Internship I	6
PHT 5530C	Patient Care Management III	3
PHT 5525C	Prosthetics, Orthotics, and Assistive Technology	3
PHT 5535	Evidence-Informed Practice II	2
PHT 5550C	Soft Tissue Interventions II	2
	Trimester Total	**16**

Trimester VI

PHT 5650C	Musculoskeletal IV: Clinical Reasoning	3
PHT 5615C	Neuromuscular III: Advanced Examination and Intervention	3
PHT 5610C	Pediatric Physical Therapy	3
PHT 5620C	Geriatric Physical Therapy	3
HSC 5665	Wellness and Health Promotion	3

HSC 5670	Administration and Management in Rehabilitation Services	3
	Trimester Total	**18**

Trimester VII

PHT 5780	Knowledge Translation for Clinical Practice	1
PHT 5770	Internship II	11
	Trimester Total	**12**

Trimester VIII

PHT 5870	Internship III	11
PHT 5835	Evidence-Informed Practice III	1
	Trimester Total	**12**

DUAL DEGREE OPTION (MOT AND DPT) — THIS OPTION IS CURRENTLY NOT AVAILABLE FOR NEW STUDENTS AND A CURRICULUM REVISION IS UNDERWAY.

The University offers a "Second Degree" option in its first professional programs for those who choose to combine the professional skills of occupational and physical therapy. The dual degree option offers a unique opportunity to earn both a Master of Occupational Therapy (MOT) degree and a Doctor of Physical Therapy (DPT) degree in 3 years and 4 months (10 trimesters total). A student has an opportunity to gain clinical excellence and may increase the marketability of the first professional health care practitioner.

Master of Occupational Therapy Program Mission Statement

The mission of the University's MOT program is to graduate a diverse population of practitioners who have the skills necessary to analyze human occupation and to implement science-driven and evidence-based interventions that promote quality of life for the clients whom they serve. The graduates will contribute to their profession and to a global society through their competence, ethical standards, and professionalism.

Master of Occupational Therapy Program Learning Outcomes

Upon completion of the Master of Occupational Therapy program, graduates will demonstrate the ability to

- exhibit the skills of a professional occupational therapist through a commitment to lifelong learning,
- advocate for the profession of occupational therapy while collaborating with other members of a health care team,
- practice clinical reasoning skills based on foundational knowledge and professional skills in order to provide optimal interventions for client problems in varied settings,
- ensure optimal and culturally competent verbal and written communication of occupational therapy services,
- implement principles of ethical and professional behavior in the delivery of occupational therapy services,
- use effective leadership skills to advance the role of occupational therapy, and
- evaluate evidence-based information by accessing resources and interpreting information for competent interventions.

Doctor of Physical Therapy Program Mission Statement

The mission of the University's DPT program is to graduate competent, versatile, reflective, empathetic, and autonomous practitioners who by virtue of their critical thinking and active learning skills, clinical experience, diagnostic proficiency, ethical and behavioral standards, and commitment to professionalism will be prepared to assist and direct the patient or client in achieving optimum function. These practitioners will contribute to their practice and society through continued professional growth and personal example of a healthy and productive lifestyle.

Doctor of Physical Therapy Program Learning Outcomes

Upon completion of the Doctor of Physical Therapy program, graduates will demonstrate the ability to

- engage in personal and professional development and lifelong learning activities;
- practice physical therapy in a manner that supports cooperative relationships with patients/clients, other health care providers, and the community;
- perform evidence-informed physical therapist practice based on foundational knowledge and professional clinical skills;
- interact in a professional manner that demonstrates effective communication for various audiences and purposes;
- implement principles of ethical and professional behavior in physical therapist practice;
- display qualities of leadership in physical therapist practice to advance the profession of physical therapy; and
- apply critical thinking to evidence-informed decision making in physical therapist practice.

Program Prerequisites

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

- 6 credits of general college chemistry
- 6 credits of general college physics, biomechanics, or anatomical kinesiology
- 6 credits of general college biology
- 6 credits of anatomy and physiology
- 15 credits of social sciences (e.g., psychology, sociology, or anthropology)
- Unless candidates have current work experience in a health sciences field, it is recommended that their prerequisites be no more than 5 years old— especially anatomy and physiology.

Recommended Prerequisite:

- 1-3 credits of medical terminology

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

Delivery of Coursework

Coursework is offered in a blended learning format. This is a combination of an online learning component with classroom instruction. Lab classes are taught in a hands-on setting, while some portions of the course content are presented through a variety of interactive online activities and augmented by in-class discussions. This learning style allows students to have a vast range of learning techniques at their fingertips.

Curriculum

Trimester I	**Trimester Hours**

HSC 5003	Critical Thinking	1
HSC 5010	Scientific Inquiry	1
HSC 5100C	Applied Human Anatomy	4
HSC 5213C	Skills and Procedures	4
HSC 5741C	Applied Medical Physiology	4
OCT 5801	Foundations of Occupational Therapy	3
PHT 5006C	Massage and Soft Tissue Palpation	1
	Trimester Total	**18**

Trimester II

HSC 5122C	Biomechanics	4
HSC 5416	General Pathology	3
HSC 5700	Wellness and Prevention in OT and PT	3
OCT 5011	Evidence-Based Practice	2
OCT 5100	Professional Forum	2
OCT 5300	Evaluation and Assessment	4
OCT 5802	Fieldwork IA	1
	Trimester Total	**19**

Trimester III

HSC 5142	Child Development	3
HSC 5151C	Clinical Neurosciences	5
HSC 5800	Gerontology	3
OCT 5031	Evidence-Based Research I	1
OCT 5125C	Biomechanical Interventions	4
OCT 5406C	Psychosocial Interventions	4
OCT 5803	Fieldwork IB	1
	Trimester Total	**21**

Trimester IV

HSC 5351	Pharmacology	2
HSC 5610	Administration and Management in OT and PT	2
OCT 5041	Evidence-Based Research II	1

OCT 5610C	Neurorehabilitation Interventions	4
OCT 5620C	Pediatric Interventions	4
OCT 5630C	Assistive Technology and Community Service	4
PHT 5225C	Physical Modalities/Integumentary	4
	Trimester Total	**21**

Trimester V

OCT 5005	Clinical Reasoning	1
OCT 5701C	Orthotics and Prosthetics	3
OCT 5811	Fieldwork 1C – Mock Clinic	2
OCT 5813	Fieldwork IIA	12
	Trimester Total	**18**

Trimester VI

OCT 5824	Fieldwork IIB	12
	Trimester Total	**12**

Graduate with MOT Degree

Trimester VII

PHT 5132C	Musculoskeletal I: Orthopaedics	4
PHT 5234C	General Therapeutic Exercise I	4
PHT 5103	Critical Thinking II	1
PHT 5243	Neuromuscular Examination, Evaluation, and Intervention	2
PHT 5713C	Cardiovascular and Pulmonary Rehabilitation	2
PHT 5801	PT Practice I and II for Dual	1
PHT 5702C	Prosthetics	1
	Trimester Total	**15**

Trimester VIII

PHT 5236C	Therapeutic Exercise II	3
PHT 5133	Musculoskeletal II: Mock Clinic	3

PHT 5134C	Musculoskeletal III: Advanced Extremity Examination, Evaluation, and Manipulation (E1)	3
PHT 5135C	Musculoskeletal IV: Advanced Spinal Examination, Evaluation and Manipulation (S1)	3
PHT 5147C	Neuromuscular III: Advanced Evaluation and Interventions for the Adult	2
PHT 5140C	Pediatric Physical Therapy	2
IDS 5802	Independent Study-Research	1
	Trimester Total	**17**

Trimester IX

PHT 5824	Internship II	8
PHT 5828	Internship III	8
	Trimester Total	**16**

Trimester X

Required Courses

HSC 6395	Differential Diagnosis for the Therapist	2
PHT 5809	Exit Exam	1
PHT 5907	Research III: Patient Case Report	1
PHT 6120	Myofascial Manipulation (MF1)	2
PHT 6303	Imaging for Physical Therapy	2

Students choose 7 credits from the following electives:*

BSC 7001	Foundations of Clinical Orthopaedics	3
BSC 6101	Application of Motor Control and Motor Learning Theory to Neurologic Intervention	2
BSC 7103	Neurologic Dysfunction in the Pediatric Client	3
BSC 7301	Ergonomics	2
HSA 6101	Health Services Administration	3
HSC 6100	Electrotherapy: Principles and Clinic Applications for Orthopaedics	2
HSC 7320	Advancing Hand Therapy	2
HSC 7360	Spinal Instability	2
PHT 5830	Elective Internship IV	1–8

PHT 5900	Locomotor Training for the Neurologic Patient	2
PHT 6102	Adv. Pelvic Lumbar and Thoracic Spine (S2)	2
PHT 6103	Adv. Cervical and Upper Thoracic Spine (S3)	2
PHT 6104	Functional Analysis: Lumbo-Pelvic-Hip Complex (S4)	1
PHT 6111	Extremity Integration (E2)	2
PHT 7331	Evaluation and Treatment of the Craniomandibular System (CF1)	2
PHT 6461	Musculoskeletal Clinical Integration	2

Other

IDS 5802	Independent Study (first professional)	Variable

**Not all elective classes are available on all campuses.*

FLEXIBLE DOCTOR OF PHYSICAL THERAPY (FLEX DPT)

Physical therapy is a health profession involved in prevention, evaluation, and treatment of limited physical activity and injury. The practice is based in movement sciences. Physical therapists aid patients from pediatrics to geriatrics in the best methods of restoring an optimum quality of life. Physical therapists practice in rehabilitation centers, hospitals, home health agencies, nursing homes, school systems, pediatric clinics burn centers, wellness facilities, and in private practice.

The University of St. Augustine offers a part-time program for working adults seeking to earn the Doctor of Physical Therapy degree referred to as the Flex DPT program. This program combines distance education and weekend labs on campus in a first professional Doctor of Physical Therapy (DPT) program designed for the student who needs flexibility in scheduling. By substituting asynchronous online education for most standard classroom participation and holding weekend labs on campus, an individual can earn a Doctor of Physical Therapy degree in 12 trimesters (4 years).

The model represents an expansion of the full-time, first professional DPT program currently in place at the University of St. Augustine. The same mission and curriculum used in the full-time program is utilized in the Flex program with the only differences being a reduction in the number of credits taken per term and the delivery format. The Flex program prerequisites, admission requirements, academic calendar, total tuition, and policies are the same as the full-time program. Students in the Flex program complete three full-time clinical internships in the second half of the program. That portion of the curriculum will require full-time attendance by the Flex DPT student.

There are two cohort groups of students admitted per year, starting in September and January with a maximum of 30 students per group and a minimum of eight students. If the number of Flex cohort students drops below eight, the University reserves the right to hold the cohort group back a trimester to combine with the following group.

Mission Statement

The mission of the University's DPT program is to graduate competent, versatile, reflective, empathetic, and autonomous practitioners who by virtue of their critical thinking and active learning skills, clinical experience, diagnostic proficiency, ethical and behavioral standards, and commitment to professionalism will be prepared to assist and direct the patient or client in achieving optimum function. These practitioners will contribute to their practice and society through continued professional growth and personal example of a healthy and productive lifestyle.

Program Learning Outcomes

Upon completion of the Doctor of Physical Therapy program, graduates will demonstrate the ability to

- engage in personal and professional development and lifelong learning activities;
- practice physical therapy in a manner that supports cooperative relationships with patients/clients, other health care providers, and the community;
- perform evidence-informed physical therapist practice based on foundational knowledge and professional clinical skills;
- interact in a professional manner that demonstrates effective communication for various audiences and purposes;
- implement principles of ethical and professional behavior in physical therapist practice;

- display qualities of leadership in physical therapist practice to advance the profession of physical therapy; and
- apply critical thinking to evidence-informed decision making in physical therapist practice.

Program Prerequisites

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

- 6 credits of general college chemistry
- 6 credits of general college physics, biomechanics, or anatomical kinesiology
- 6 credits of general college biology
- 6 credits of anatomy and physiology
- 3 credits of human growth and development across the lifespan
- 1 credit of medical terminology
- 12 credits of social sciences (e.g., psychology, sociology, or anthropology)
- Unless candidates have current work experience in a health sciences field, it is recommended that their prerequisites be no more than 5 years old—especially anatomy and physiology.

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

Delivery of Coursework

The Flexible DPT program is 131 credits, 2,956 contact hours, and is offered over 12 trimesters. More than 50% of the coursework is delivered online to the student. The online courses consist of web-based text with extensive graphics, videos, and audio clips. There are opportunities provided for faculty-to-student and student-to-student synchronous and asynchronous interactive collaboration. Assessment of online learning outcomes includes a wide variety of evaluation tools depending on the course outcomes, such as (1) quizzes completed online, (2) graded discussion assignments, (3) case reports, (4) group projects, (5) research papers, and (6) article critiques.

In courses with a lab component, students come together on campus for 16 hours of laboratory classes per weekend for no more than 7 weekends per 15-week trimester. The lab sessions provide an avenue for teaching activities not well suited for online delivery such as the hands-on learning that is vital to physical therapy education, in addition to oral presentations, proctored written examinations, lab practical testing, and socialization activities. Currently these lab activities are located on the St. Augustine, Florida, Austin, Texas, and San Marcos, California, campuses.

Curriculum

Trimester I		**Trimester Hours**
HSC 5120C	Gross Anatomy I	4
HSC 5125C	Applied Anatomy I	1
HSC 5135	Evidence-Informed Practice I	2
PHT 5155	Physical Therapist Practice I	3
PHT 5160C	Soft Tissue Interventions I	1
	Trimester Total	**11**

Trimester II		
HSC 5130C	Patient/Client Care Management I	3
PHT 5150	Pathophysiology	4
PHT 5220C	Gross Anatomy II	4
PHT 5226C	Applied Anatomy II	1
	Trimester Total	**12**

Trimester III		
PHT 5230C	Biomechanics	4
PHT 5245C	Movement Science I	4
PHT 5250C	Musculoskeletal I: Introduction to Orthopedic Physical Therapy	4
	Trimester Total	**12**

Trimester IV		
HSC 5310C	Clinical Neuroscience	4
PHT 5240	Imaging	2
PHT 5345C	Movement Science II	4
PHT 5435C	Biophysical Agents	2
	Trimester Total	**12**

Trimester V		
PHT 5315C	Neuromuscular I: Concepts and Examination	3
PHT 5350C	Musculoskeletal II: Extremity	3
PHT 5360	Differential Diagnosis	2

PHT 5375	Pharmacology	2
PHT 5440	Physical Therapy for the Integumentary and Lymphatic Systems	1
	Trimester Total	**11**

Trimester VI

PHT 5415C	Neuromuscular II: Evidence in Interventions	3
PHT 5420C	Cardiovascular and Pulmonary Physical Therapy	3
PHT 5430C	Patient Care Management II	3
	Trimester Total	**9**

Trimester VII

PHT 5450C	Musculoskeletal III: Spine	3
PHT 5455	Physical Therapy Practice II	3
PHT 5525C	Prosthetics, Orthotics, and Assistive Technology	3
	Trimester Total	**9**

Trimester VIII

HSC 5665	Wellness and Health Promotion	3
PHT 5550C	Soft Tissue Interventions II	2
PHT 5570	Internship I	6
	Trimester Total	**11**

Trimester IX

HSC 5670	Administration and Management in Rehabilitation Services	3
PHT 5530C	Patient Care Management III	3
PHT 5610C	Pediatric Physical Therapy	3
PHT 5620C	Geriatric Physical Therapy	3
	Trimester Total	**12**

Trimester X

PHT 5535	Evidence-Informed Practice II	2

PHT 5615C	Neuromuscular III: Advanced Examination and Intervention	3
PHT 5650C	Musculoskeletal IV: Clinical Reasoning	3
	Trimester Total	**8**

Trimester XI

PHT 5770	Internship II	11
PHT 5780	Knowledge Translation for Clinical Practice	1
	Trimester Total	**12**

Trimester XII

PHT 5835	Evidence-Informed Practice III	1
PHT 5870	Internship III	11
	Trimester Total	**12**

TRANSITIONAL AND POST-PROFESSIONAL DEGREE PROGRAMS

DOCTOR OF OCCUPATIONAL THERAPY, POST PROFESSIONAL (OTD)

Mission Statement

The mission of the OTD program is to graduate students with advanced knowledge in practice excellence who have the leadership and clinical skills necessary to promote the profession of occupational therapy. High priority is placed on active inquiry, critical thinking, and reflective practice.

Program Learning Outcomes

Upon completion of the Doctor of Occupational Therapy program, graduates will demonstrate the ability to

- develop lifelong learning skills to advance the profession of occupational therapy;
- promote interprofessional relationships through collaboration and communication with members of various professions;
- integrate sound evidence-based information into the provision of professional occupational therapy best practice;
- communicate effectively orally and in writing to promote professional practice;
- integrate ethical and professional standards in the delivery of occupational therapy services;
- exhibit leadership characteristics to advance the profession of occupational therapy within local, state, and/or professional organizations; and
- apply critical reasoning skills required to advance the profession of occupational therapy.

Admission Requirements

Application to the OTD program is open to all occupational therapists who entered the profession with a bachelor's degree or master's degree in occupational therapy from an accredited institution. It is expected that all applicants are licensed or eligible for licensure in the United States; however, those international students who are not planning to pursue licensure in the United States are exempt from this requirement. Applicants must be currently employed as an occupational therapist or have a minimum of 1 year's experience as an occupational therapist. For more details on admission, see the Admission to the University section of this Catalog.

Official transcripts from all previous institutions of higher learning must be submitted directly to the University in accordance with the Application for Admission instructions.

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa to participate in University courses and/or degrees can be considered for admission. The University of St. Augustine for Health Sciences does not offer English language services, including instruction. All instruction at the University is conducted in English. To enter the OTD program, the following criteria will apply:

- Be a graduate of a program in a country that is a member of the World Federation of Occupational Therapists

- Submit transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provide evidence of training at a level equivalent to that of a bachelor's degree in the United States
- Submit an official TOEFL (Test of English as a Foreign Language) score report if a candidate's education was completed in a language other than English or he or she resides in a non-English speaking country: A minimum score of 550 (paper-based testing), 210 (computer-based testing), or 83 (IBT—Internet based testing) is required.

Notification of Status

The applicant will be notified by e-mail from the University of his or her admission status after all required application materials have been reviewed by the Admissions Committee.

Academic Requirements

To remain in the OTD program, the student must

- maintain a minimum 3.0 GPA; and
- register for one course within 12 weeks of acceptance and complete a minimum of nine credits each ensuing full calendar year.

Program Overview

For candidates entering the program with a master's degree from the University of St. Augustine (MOT), they are required to complete a minimum of 30 credits. For candidates who hold a master's degree* in occupational therapy or related field, a minimum of 35 credits will be required to earn the OTD degree. The student should be able to complete this program in 2 to 3 years on a part-time basis. The candidates who hold a bachelor's degree in occupational therapy, a minimum of 60 credits will be required. The student should be able to complete this program in 3 to 4 years on a part-time basis.

The OTD program includes several required courses depending on your highest previous degree.

Coursework is comprised of elective courses and seminars. The University will also consider accepting graduate credits from other accredited institutions. Please refer to the transfer credit policy in this Catalog for further information on transfer credits.

**The master's degree may be either the first professional degree or a post-professional degree.*

Delivery of OTD Coursework

The delivery of the OTD coursework will be offered in a variety of formats, such as the following:

- Term-based courses
- Monthly enrollment courses
- Continuing education seminar, enhanced through completion of assignments in a distance education format

Courses are offered strictly through a distance education format. This format is presented through a variety of delivery methods, including assigned readings, videos, or via other technology.

The last course, Residency, requires students to participate in an on-campus poster demonstration of their capstone projects. This is scheduled on the day of the graduation ceremony to limit the on-campus visit to one time in the OTD program.

Incomplete Coursework

If a student cannot complete the required work within the predetermined time frame, he or she will receive a grade of Incomplete (I). The student must then complete the work by the new assigned due date to receive a letter grade. No further extension will be permitted. If the student does not withdraw or complete the requirements within the approved time, the I grade will automatically become a Fail (F) on his or her transcript.

Time Limit

It is required that OTD students complete all program requirements within 5 years. An extension of up to two and one half years may be requested. If the Program Director approves the extension, there is an extension fee of $333.00 per trimester.

Optional Certificates

Students enrolled in the OTD program are eligible to earn the Certificate of Executive Leadership and/ or the Certificate of Teaching and Learning. The certificates are earned by completing certain elective courses within the program and maintaining a minimum 3.0 GPA in those courses. Students should speak with their advisor or Program Director about the certificates and include them in their Plan of Study (POS). Courses for the Certificate of Executive Leadership include Foundations of Health Care Administration, Human Resource Management & Organizational Development & Leadership for HC Admin, Strategic Planning in Health Care Administration, Organizational Finance, Organizational Leadership and Policy in Health Care, Operations and Quality Management in Health Care. Courses for the Certificate of Teaching and Learning include Foundational Theory in Education, Curriculum Development in Health Science Education, Teaching Methods in Higher Education, Current Issues in Health Sciences Education or Evaluation of Educational Effectiveness and Teaching Online.

Curriculum

Requirements for a OTD candidate who holds a master's degree

Required Courses		**Credit Hours**
IPE 7000	Introduction to Interprofessional Scholarly Studies	3
IPE 7120	Organizational Leadership and Policy in Healthcare	3
HSA 7200	Foundations of Health Care Administration	3
IPE 7050	Evidence-Based Practice for Health Care Professionals	3
OCT 7150	Capstone I	1
OCT 7400	Residency	1
OCT 7495	The Science of Occupation	3
OCT 7497	Capstone Project	4

For the OTD candidate who holds a bachelor's degree, an additional five courses are required.

Required Courses		Credit Hours
COM 7200	Issues in Health Care Communication	2
HSC 7200	Information Literacy for Evidence-Based Practice	1
OCT 7200	Reflective Practice	4
OCT 7470	Clinical Integration I	7
OCT 7471	Clinical Integration II	8

Electives: Bachelor's degree students select a total of 16 credits; master's degree graduate students (non-USA graduates) select a total of 13 credits; MOT USA alumni select a total of 8 credits.

BSC 7101	Application of Motor Control and Motor Learning Theory to Neurologic Intervention	2
BSC 7103	Neurologic Dysfunction in the Pediatric Client	3
BSC 7301	Ergonomics	2
BSC 7150	Functional Performance in the Older Adult	2
COM 7100	Professional Communications	2
COM 7200	Issues in Health Care Communication	2
EDF 7050	Teaching Methods in Higher Education	3
EDF 7111	Research Methods I	3
EDF 7121	Research Methods II	3
EDF 7140	Philosophy of Knowledge	4
EDF 7150	Foundations of Teaching and Learning	4
EDF 7160	Curriculum Development in Health Sciences Education	3
EDF 7171	Motivational Theory in Health Care Education	4
EDF 7180	Technology in Higher Education	3
EDF 7190	Current Issues in Health Sciences Education	3
HSC 6031	Cultural Competence	1
HSC 7210	Extremity Evaluation and Manipulation (E1)	2
EDF 7400	Advanced Topic: Expertise and Expert Performance	4
HSA 7260	Operations and Quality Management in Healthcare	3
HSC 6034	Metabolic Disorders	1

HSC 7320	Advancing Hand Therapy	2
HSC 7401	Pharmacology	3
HSC 7413	Orthopedic Imaging for the Upper Extremity	2
HSC 7440	Fundamentals of the Health Care Startup Business	3
HSC 7460	Accounting and Financing for the Practice	3
HSC 7470	Legal and Regulatory Issues	3
HSC 7325	School-Based Practice	3
IDS 6455	Directed Study	1–4
IDS 6460	Directed Readings	1–4
OCT 7200	Reflective Practice (elective for master's only)	4
OCT 7250	Research Applications to Clinical Practice	3
OCT 7300	Living with Autism: Facts, Etiology, and Impact on Occupations	3

Total credits required: Bachelor's level (60 credits); master's level (35 credits; MOT-USA alumni (30 credits)

Tuition and Fees

See the Tuition and Fees section of this Catalog.

TRANSITIONAL DOCTOR OF PHYSICAL THERAPY (TDPT)

Mission Statement

The mission of the tDPT is to develop leaders in physical therapy patient examination, evaluation, intervention, and case management. Special focus is placed on the foundational sciences of anatomy and biomechanics, while enhancing the clinical reasoning and treatment skills of the student. Because this program is designed for physical therapists that work in clinical practice, it is expected that students will bring about positive improvements to the workplace as they progress through the program. This program will help to promote the profession by developing experiences that address the critical issues found in the delivery of health care today.

Program Learning Outcomes

Upon completion of the transitional Doctor of Physical Therapy program, graduates will demonstrate the ability to

- display personal and professional development and lifelong learning activities in the physical therapy profession,
- initiate collaborative relationships and communication with patients/clients and other health care providers,
- adopt evidence-based practice and informed decision making within physical therapy practice,
- exhibit effective communication skills in physical therapy practice in order to advance professional goals,
- display professional and ethical behavior in daily interactions within physical therapy practice,
- exhibit leadership skills to promote the advancement of the profession of physical therapy, and
- utilize critical thinking and reasoning skills when making decisions within physical therapy practice.

This program is designed for practitioners who will also assume leadership roles in the profession of physical therapy. The program reinforces clinical excellence. A variety of course assignments such as multiple-choice tests, short essays, and problem-solving exercises are used to test mastery of the learning objectives. A summary or capstone project, consisting of a case report or literature review, integrates content knowledge across program coursework. A mentored clinical residency may also be completed.

Admission Requirements

Admission to the program is open to all physical therapists who entered the profession with a bachelor's degree or master's in physical therapy from an accredited institution. It is expected that all applicants are licensed or eligible for licensure in the United States; however, those international students who are not planning to pursue licensure in the United States are exempt from this requirement. If the student plans to complete a clinical residency, he or she must be a licensed physical therapist in the state where the residency is located. For more details on admission, see the Admission to the University section of this Catalog.

Official transcripts from all previous institutions of higher learning must be submitted directly to the University in accordance with the Application for Admission instructions.

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa to participate in University courses and/or degree programs can be considered for admission. The University of St. Augustine for Health Sciences does not offer English language services, including instruction. All instruction at the University is conducted in English. To be considered for admission to the transitional DPT program, the following criteria will apply:

- The candidate must be a graduate of a program in a country that is a member of the World Confederation of Physical Therapy.
- The candidate must submit transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provide evidence of training at a level equivalent to that of a bachelor's degree in physical therapy in the United States. Physical therapists who graduated from a physiotherapy program that is accredited by Physiotherapy Education Accreditation Canada (PEAC) do not need to submit a credentialing evaluation as part of the application process.
- The candidate must submit an official TOEFL (Test of English as a Foreign Language) score report if his or her education was completed in a language other than English. A minimum score of 550 (paper-based testing), 210 (computer-based testing), or 83 (IBT—Internet based testing) is required.

Notification of Status

The applicant will be notified via e-mail from the University of his or her admission status after review of all required application materials by the Admissions Committee.

Academic Requirements

To remain in the transitional DPT program, the student must

- maintain a minimum of a 2.50 GPA; and
- register for a minimum of one course within 12 weeks of acceptance and a minimum of nine credits each ensuing full calendar year.

Program Overview

The physical therapist holding a master's degree (first professional or post-professional) will need to complete Information Literacy for Evidence-Based Practice, Introduction to Interprofessional Scholarly Studies, and Capstone Project for nine required academic credits, and 15 elective academic credits. The transitional DPT program is 24 credits for the master's level students.

The physical therapist holding a bachelor's degree in physical therapy will need to complete Information Literacy for Evidence-Based Practice, Introduction to Interprofessional Scholarly Studies, Pharmacology, Imaging, Differential Diagnosis, and Capstone Project for 18 required academic credits, and will need to complete four elective academic credits and 38 clinical integration credits (Clinical Integration I, II, III, IV, and V). The transitional DPT program is 60 credits for the bachelor-level students.

At the end of the educational experience, the graduate will be awarded a Doctor of Physical Therapy (DPT) degree.

The student has the choice of completing the capstone project or a mentored clinical residency with the primary goal of providing an educational experience that assists the student in focusing his or her ideas and thoughts. The capstone project may take the form of one case report or an article (literature review, perspective paper, or descriptive technical report) prepared in publishable format. The mentored clinical residency is a supervised clinical experience in the specialty area selected by the student. To earn five credits for a clinical residency, the student is required to complete a minimum of 9 to 12 months of patient care plus a minimum of 200 educational activity hours.

Process for Obtaining the Transitional DPT Degree

- Students begin by completing coursework in either a clinical specialty track, leading toward a certification, or a non-specialty clinical track of elective coursework. You may begin registering for the necessary seminars and coursework as soon as you are accepted into the program. Many credit assignments consist of an online course with required short essay assignments and unit quizzes.
- For the specialty clinical track, following completion of all certification seminars, the student may attend the Preparation and Certification Examination Week. *Completion of the certification examination is not required for degree completion.*
- For the student with a master's degree, once you have obtained 19 credits toward your degree program you will proceed to Capstone Project I and II. An assigned Faculty Advisor approves an outline of your project and then you complete either one publishable case report or one publishable article. The advisor will review and assist with revisions as needed.
- If a clinical residency is chosen in lieu of the capstone project, the proposed residency site and mentor must meet the approval of the Program Director and residency criteria. It is recommended that students complete at least two specialty-track seminars prior to starting the residency. The approval process must begin early in the program. Contact the department for explanation of the approval process.
- For the students with a BSPT, you will proceed by completing the 51 required credits including Information Literacy for Evidence-Based Practice, Introduction to Interprofessional Scholarly Studies, Pharmacology, Differential Diagnosis for the Therapist, Imaging, and Clinical Integration courses I–V, and four elective credits. Upon completion of 55 credits, you may begin work on Capstone Project I and II. An assigned Faculty Advisor approves an outline of your project and then you complete either one publishable case report or one publishable article. The advisor will review and assist with revisions as needed.

Delivery of Coursework

Courses in the transitional DPT program are offered in a variety of formats. In some cases as noted in the course description, a prerequisite for a course may be completion of a continuing education seminar. This learning experience is then enhanced through completion of assignments. These assignments are submitted to the University for grading in a specified time frame according to the course syllabus.

Other courses are offered strictly through a distance education online course format. No seminar attendance is required and all learning activities are completed at a distance. Each course has a variety of learning activities that must be completed and graded to receive credit for the course.

Course Time Limits

There will be a due date for all of your course assignments. In most courses, this will be 8 to15 weeks. The Academic Calendar for the University is divided into 3 trimesters: spring, summer, and fall. Trimester periods are denoted on the Academic Calendar.

Incomplete Coursework

If, for reasons acceptable to the instructor, a student cannot complete the required work within the pre-determined time frame, he or she will receive the grade of Incomplete (I). The student must then complete the work within 15 weeks of the due date to receive a letter grade. No further extension will be permitted. If the student does not withdraw or complete the requirements within the approved time, the I grade will automatically become a Fail (F) on his or her transcript.

Time Limit

It is required that students complete all requirements within 4 years. An extension of up to 2 years may be requested. If the Program Director approves the extension, there is an extension fee of $333.00 per trimester.

Optional Certificates

Students enrolled in the tDPT program are eligible to earn the Certificate of Executive Leadership and/ or the Certificate of Teaching and Learning. The certificates are earned by completing certain elective courses within the program and maintaining a minimum 3.0 GPA in those courses. Students should speak with their advisor or Program Director about the certificates and include them in their Plan of Study (POS). Courses for the Certificate of Executive Leadership include Foundations of Health Care Administration, Human Resource Management & Organizational Development & Leadership for HC Admin, Strategic Planning in Health Care Administration, Organizational Finance, Organizational Leadership and Policy in Health Care, and Operations and Quality Management in Health Care. Courses for the Certificate of Teaching and Learning include Foundational Theory in Education, Curriculum Development in Health Science Education, Teaching Methods in Higher Education, Current Issues in Health Sciences Education or Evaluation of Educational Effectiveness and Teaching Online.

Tuition and Fees

See Tuition and Fees section of this Catalog.

Curriculum

Applicant with a Master's Degree Required Coursework		**Credit Hours**
Specialization or non-specialization elective courses		15
HSC 7200	Information Literacy for Evidence-Based Practice	1
IPE 7000	Introduction to Interprofessional Scholarly Studies	3
PHT 7496	Capstone Project I	1
	and	

PHT 7497	Capstone Project II	4
	or	
PHT 6498	Clinical Residency	5
	Total Hours	**24**

Applicant with a Bachelor's Degree Required Coursework		**Credit Hours**
HSC 7400	Differential Diagnosis	3
HSC 7200	Information Literacy for Evidence-Based Practice	1
IPE 7000	Introduction to Interprofessional Scholarly Studies	3
PHT 6403	Imaging for Physical Therapy	3
HSC 7401	Pharmacology	3
	Specialization or non-specialization elective courses	4
PHT 7496	Capstone Project I	1
	and	
PHT 7497	Capstone Project II	4
	or	
PHT 6498	Clinical Residency	5
PHT 7470	Clinical Integration I	8
PHT 7472	Clinical Integration II	8
PHT 7473	Clinical Integration III	8
PHT 7474	Clinical Integration IV	8
PHT 7475	Clinical Integration V	6
	Total Hours	**60**

Certifications Tracks

Students may choose elective credits as needed from a track.

Manual Therapy Track		**Credit Hours**
BSC 7001	*Foundations of Clinical Orthopaedics	3
PHT 7201	Intro. to Spinal Evaluation and Manipulation (S1)	3
HSC 7210	Extremity Evaluation and Manipulation (E1)	2
PHT 7211	Extremity Integration (E2)	2
PHT 7220	Myofascial Manipulation (MF1)	3

PHT 7202	Advanced Pelvic Lumbar and Thoracic Spine (S2)	2
PHT 7203	Advanced Cervical and Upper Thoracic Spine (S3)	3
PHT 7204	Functional Analysis: Lumbo-Pelvic-Hip Complex (S4)	2
PHT 7250	Certification in Manual Therapy	3

Primary Care Track		**Credit Hours**
BSC 7001	*Foundations of Clinical Orthopaedics	3
PHT 7201	Intro. to Spinal Evaluation and Manipulation (S1)	3
HSC 7210	Extremity Evaluation and Manipulation (E1)	2
HSC 7400	Differential Diagnosis	3
HSC 7401	Pharmacology	3
PHT 7115	Introduction to Primary Care	2
PHT 6403	Imaging for Physical Therapy	3
PHT 7850	Preparation/Certification in Primary Care	3

Craniofacial Track		**Credit Hours**
BSC 7001	*Foundations of Clinical Orthopaedics	3
PHT 7201	Intro. to Spinal Evaluation and Manipulation (S1)	3
PHT 7203	Advanced Cervical and Upper Thoracic Spine (S3)	3
PHT 7331	Evaluation and Treatment of the Craniomandibular System (CF1)	2
PHT 7332	Intermediate Craniofacial (CF2)	3
PHT 7333	Advanced Craniofacial (CF3)	3
PHT 7334	State of the Art Craniofacial	1
PHT 7350	Preparation/Certification in Craniofacial Mandibular	3

**FCO, while not required for certification, is highly recommended.*

Elective Courses (non-specialty track)		**Credit Hours**
BSC 6101	Application of Motor Control and Motor Learning Theory to Neurologic Interventions	2

BSC 7103	Neurologic Dysfunction in the Pediatric Client	3
BSC 7301	Ergonomics	2
BSC 7150	Functional Performance in the Older Adult	2
COM 7100	Professional Communications	2
COM 7200	Issues in Health Care Communication	2
EDF 7050*	Teaching Methods in Higher Education	3
IPE 7120*	Organizational Leadership and Policy in Healthcare	3
EDF 7140	Philosophy of Knowledge	4
EDF 7150*	Foundations of Teaching and Learning	4
EDF 7160*	Curriculum Development in Health Sciences Education	3
EDF 7171	Motivational Theory in Health Care Education	4
EDF 7180	Technology in Higher Education	3
EDF 7190*	Current Issues in Health Sciences Education	3
EDF 7400	Advanced Topic: Expertise and Expert Performance	4
HSA 7200*	Foundations of Health Care Administration	3
HSA 7260	Operations and Quality Management in Healthcare	3
HSC 6031	Cultural Competence	1
HSC 6034	Metabolic Disorders	1
HSC 7320	Advancing Hand Therapy	2
HSC 7325	School-Based Practice	3
HSC 7360	Spinal Instability	2
HSC 7400	Differential Diagnosis	3
HSC 7440	Fundamentals of the Health Care Startup Business	3
HSC 7460	Accounting and Financing for the Practice	3
HSC 7470	Legal and Regulatory Issues	3
IPE 7050	Evidence-Based Practice for Health Care Professionals	3
HSC 7325	School-Based Practice	3
IDS 6455	Directed Study	1–4
IDS 6460	Directed Readings	1–4
PHT 6030	Consultation, Screening, and Delegation	1
PHT 6032	Cognition and Perception	1

PHT 6033	Basic Assessment and Intervention of the Integument	1
PHT 6035	Professionalism: Legal and Ethical Issues in Physical Therapy	2
PHT 6037	Environmental Barriers	1
PHT 6038	Physical Therapist as Educator	2
Total Credit Hours		**60**

Courses designated as a DPT level course in the post-professional course listing in this Catalog may be taken as an elective.

DIVISION OF POST-PROFESSIONAL STUDIES

Master of Health Science (MHS)

Master of Science in Nursing (MSN)

Master of Health Administration (MHA)

Post-Professional Doctor of Health Science (DHSc)

Post-Professional Doctor of Education (EdD)

Master of Health Science (MHS)

Mission Statement

The mission of the Master of Health Science (MHS) program is to graduate students with advanced knowledge in practice excellence who have the leadership, and critical thinking skills necessary to promote their professions. High priority is placed on active inquiry, critical thinking, and reflective practice to promote leaders within the health science profession and the community.

Program Learning Outcomes

Upon completion of the Master of Health Science Program, graduates will demonstrate the ability to

- Engage in personal and professional development and lifelong learning activities
- Develop knowledge of fundamental concepts from which one can develop a collaborative approach to solving problems
- Apply evidence in decision-making associated with current health care practice
- Interact in a manner that demonstrates effective communication for various audiences and purposes
- Display qualities of integrity and professionalism in health care practice to advance the profession
- Use leadership skills to promote self and profession

Admission Requirements

Application to the MHS program is open to all applicants with a bachelor's or master's degree in a health-related area or those holding a degree outside of healthcare with work experience in a related. Students are admitted on the basis of their academic abilities and professionalism. Visit the general admission requirements page for details.

Candidates for the MHS program must provide the following documents with their online application in order to be considered for the program:

- A bachelor's or master's degree from an accredited institution, preferably in a health science. If the degree is not focused in health sciences, student will need to provide a resume/CV showing at least one year of work experience in a health care or health related setting. Official transcripts from all previous colleges and universities attended are required, and must be submitted to the University directly from the issuing institution(s).
- One recommendation from a professional colleague
- Current resume or CV
- Government issued I.D. or driver's license

If the applicant completed his/her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). The evaluation must indicate previous education at the minimum level of a baccalaureate degree earned at an accredited college or university in the United States.

Official transcripts from all previous institutions of higher learning must be submitted directly to the University in accordance with the Application for Admission instructions.

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa to participate in University courses and/or degrees can be considered for admission. The University of St. Augustine for Health Sciences does not offer English language services, including instruction. All instruction at the University is conducted in English. To enter the MHS program, the following criteria will apply:

- Submit transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provides evidence of training at a level equivalent to that of a bachelor's degree in the United States.
- Candidates must submit an official TOEFL (Test of English as a Foreign Language) score report if their education was completed in a language other than English or they reside in a non-English speaking country. A minimum score of 550 (paper-based testing), 210 (computer-based testing), or 83 (IBT—Internet based testing) is required.

Notification of Status

The applicant will be notified by e-mail from the University of his or her admission status after all required application materials have been reviewed by the Admissions Committee.

Academic Requirements

To remain in the MHS program, the student must

- maintain a minimum 3.0 GPA, and
- complete the eight required courses and any four elective courses.

Program Overview

There are 36 required credits that will be taken over the span of 5 trimesters (approximately 20 months).

Core coursework is required (eight courses; 24 credits), while electives can be assembled to achieve an emphasis area (four courses; 12 credits) and can be taken in preferred order. The University will also consider accepting graduate credits from other accredited institutions. Please refer to the transfer credit policy in this Catalog for further information on transfer credits.

Delivery of MHS Coursework

All coursework in the MHS program is offered in an online delivery format with the exception of the ATP 6175 Emergency Athletic Training course, which requires a fact-to-face residency.

Optional Residency for Athletic Training Specialization

This online master's program recommends that all students complete a **three (3) day face-to-face residenc**y that focuses on various areas of health sciences. Students who are certified and/or licensed athletic trainers and who pursue the AT specialization, can take advantage of a residency that fulfills the professional rescuer requirements for maintaining board certification and/or licensure. This residency is part of the Emergency in Athletic Training course and is the only in-person portion of the curriculum. The student is responsible for the cost of travel and other associated expenses with all residencies. Residencies will be offered on one of the USA campuses (San Marcos, California; St. Augustine, Florida; Miami, Florida; or Austin, Texas).

Incomplete Coursework

If a student cannot complete the required work within the predetermined timeframe, he or she will receive a grade of Incomplete (I). The student must then complete the work by the new assigned due date to receive a letter grade. No further extension will be permitted. If the student does not withdraw or complete the requirements within the approved time, the I grade will automatically become a Fail (F) on his or her transcript.

Time Limit

It is required that MHS students complete all program requirements within 7 trimesters or 2 years and 4 months. An extension of up to 1 year may be requested. If the Program Director approves the extension, there is an extension fee of $333.00 per trimester.

Curriculum

Core Courses		**Credit Hours**
ATP 6450	Comprehensive Project	3
ATP 7050	Cultural Competency	3
ATP 7100	Advanced Topics: Ethics in Healthcare	3
ATP 7280	Psychosocial Strategies for Patient Care	3
IPE 7120	Organizational Leadership and Policy in Healthcare	3
EDF 7170	Motivational Theory in Health Care Education	3
IPE 7000	Introduction to Interprofessional Scholarly Studies	3
IPE 7050	Evidence Based Practice for the Health Professional	3
Total Core Courses Credits		24

Elective Courses (Students choose 12 elective credits)

Generalist Track

MHS 6120	Current Issues in Health Care	3
MHS 6140	Healthcare Law	3
MHS 6200	Contemporary Trends in Wellness	3
IDS 6455	Directed Study	3
MHS 6240	Internship	3

AT Specialization Track

ATP 6000	Leadership in Athletic Training	3
ATP 6025	Business of Athletic Training	3
ATP 6175	Emergency Athletic Training*	3
ATP 6303	Imaging for Athletic Training	3
ATP 6330	International Athletic Training	3
ATP 6345	Sport and Female Athlete	3
ATP 7130	Evidence Based Injury Prevention	3
ATP 7255	Concussion in Sport	3
Total Elective Credits		12
Total Credits Required		**36**

**Includes a 2.5 day face-to-face residency that fulfills the requirements for maintaining license or certification.*

Tuition and Fees

See Tuition and Fees section of this Catalog.

Master of Science in Nursing (MSN)

Mission Statement

The mission of the MSN program is to prepare nurses to utilize interprofessional collaboration, evidence-informed decision making, and specialized competencies in guiding, leading, and influencing the outcomes of nursing practice.

Program Learning Outcomes

Upon completion of the Master of Science in Nursing program, graduates will demonstrate the ability to

- employ the skills necessary to engage in lifelong learning through intellectual inquiry in order to maintain continuing competence and professional growth;
- collaborate with other health care providers in the promotion of wellness and the treatment of acute and chronic disorders;
- deliver or direct nursing practice using knowledge, professional skills, and clinical decision making based on theory and best scientific evidence;
- communicate effectively with health care providers, consumers, and policy makers;
- exhibit professionalism, ethical standards, and patient advocacy to ensure quality health care that is safe, equitable, and cost-effective;
- apply organizational leadership, systems thinking, and information technology expertise to improve health care outcomes for individuals and diverse populations; and
- practice critical thinking and evidence-based decision making in delivering or directing nursing practice.

Admission Requirements

Application to the MSN program is open to all who entered the profession with a post-professional master's degree or higher from an accredited institution.

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

- Application for Admission Form (signed by the applicant)
- A bachelor's degree in nursing (BSN) with a cumulative GPA of 3.0 on a 4.0 scale
- Official transcripts must be submitted from each college or university previously attended. An official transcript is one sent directly to the Student Services Office by the registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- Evidence of an unrestricted/unencumbered registered nurse (RN) license in the state of residence
- Professional résumé or curriculum vita including evidence of the equivalent of 1 full-time year of experience as a registered nurse
- Essay of 1-2 pages' length with discussion of career goals
- Two professional references

If the applicant completed his/her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). The evaluation must indicate previous education at the minimum level of a baccalaureate degree earned at an accredited college or university in the United States.

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa to participate in University courses and/or degrees can be considered for admission. The University of St. Augustine for Health Sciences does not offer English language services, including instruction. All instruction at the university is conducted in English. To enter the program, the following criteria will apply:

- Submit transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provide evidence of training at a level equivalent to that of a bachelor's degree in the United States.
- Candidates must submit an official TOEFL (Test of English as a Foreign Language) score report if their education was completed in a language other than English or they reside in a non-English speaking country. A minimum score of 550 (paper-based testing), 210 (computer-based testing) or 83 (IBT—Internet based testing) is required.

Notification of Status

The applicant will be notified by e-mail from the University of his or her admission status after all required application materials have been reviewed by the Admissions Committee.

Academic Requirements

To remain in the MSN program, the student must

- maintain a minimum 3.0 GPA, and
- complete the required courses.

Program Overview

There are 36 required credits that will be taken over the span of 2 years.

Core coursework is required (24 credits), while the student selects a role specialization (i.e., nurse educator, nurse executive, or nurse informaticist) for the remaining 12 hours. The University will also consider accepting graduate credits from other accredited institutions. Please refer to the transfer credit policy in this Catalog for further information on transfer credits.

Delivery of MSN Coursework

All coursework in the MSN program is offered in an online delivery format.

Incomplete Coursework

If a student cannot complete the required work within the predetermined timeframe, he or she will receive a grade of Incomplete (I). The student must then complete the work by the new assigned due date to receive a letter grade. No further extension will be permitted. If the student does not withdraw or complete the requirements within the approved time, the I grade will automatically become a Fail (F) on his or her transcript.

Time Limit

It is required that MSN students complete all program requirements within 2 years. An extension of up to 1 years may be requested. If the Program Director approves the extension, there is an extension fee of $333.00 per trimester.

Curriculum

Required Core Courses		Credit Hours
IPE 7120	Organizational Leadership and Policy in Healthcare	3
HSA 7475	Global Health Issues in Disease Prevention	3
HSA 7375	Health Care Informatics and Technology Management	3
IPE 7000	Introduction to Interprofessional Scholarly Studies	3
IPE 7050	Evidence-Based Practice for Health Care Professionals	3
NUR 7160	Theoretical and Scientific Underpinnings for Nursing Practice	3
NUR 7400	Role Practicum I	3
NUR 7450	Role Practicum II (includes Capstone)	3
	Total Core Credits	**24**

Required Courses within each specialty role Credit Hours

For students in the nurse educator role track:

EDF 7150	Foundations of Teaching and Learning	4
EDF 7160	Curriculum Development in Health Sciences Education	3
EDF 7050	Teaching Methods in Higher Education	3
NUR 7100	Pathophysiology, Health Assessment, Pharmacology for Nurse Educators	3

For students in the nurse executive role track:

HSA 7200	Foundations of Health Care Administration	3
HSA 7450	Human Resource Management & Organizational Behavior for HC Administrators	3
HSA 7225	Strategic Planning in Health Care Administration	3
HSC 7460	Accounting and Finance for the Practice	3

For students in the nurse informaticist role track:

NUR 6411	Information and Knowledge Management	3
NUR 6421	Supporting Workflow in Health Care Systems	3
NUR 6431	System Design, Planning, and Evaluation	3
NUR 6441	Project Management: Health Care Information Technology	3
	Total Specialty Courses	**12**

Total Credits Required: 36 (24 credits for core courses and 12 credits for specialty courses)

Tuition and Fees

See Tuition and Fees section of this Catalog.

Master of Health Administration (MHA)

Mission Statement

The mission of the MHA program is to improve the practice of healthcare administration across all sectors of the industry. The graduates will promote evidence-informed concepts and techniques to produce positive and innovative organizational outcomes, meet organizational goals and objectives, and support top organizational performance in the health care industry.

Program Learning Outcomes

Upon completion of the Master of Health Administration Program, graduates will demonstrate the ability to

- Evaluate scholarly research that contributes to sound evidenced based practice in the administrative health care setting.
- Collaborate with other health care disciplines in the administration of health care services.
- Analyze the effect of various policies on the delivery of services in a health care environment.
- Develop written and oral presentations that effectively communicate to both health professionals and non-health professional audiences.
- Develop and maintain standards of accountability based on organizational values.
- Evaluate organizational performance standards in healthcare settings.
- Apply evidence-based decision making to the process of quality improvement.

Admission Requirements

Application to the MHA program is open to all who entered the profession with a bachelor's degree, master's degree or higher from an accredited institution.

- To be considered for admission, a candidate must submit the following:
- Application for Admission form (signed by the applicant)
- $50.00 processing fee
- Official transcripts must be submitted from each college or university previously attended. An official transcript is one sent directly to the Student Services office by the Registrar of the issuing institution or one forwarded in a sealed envelope from the issuing institution.
- TOEFL scores sent directly to the University, if an applicant completed his/her education in a country where English is not the primary language or if the applicant is from a non-English speaking country.
- References as required by the program
- Autobiography and Statement of Purpose
- Professional Resume or Curriculum Vita

If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). The evaluation must indicate previous education at the minimum level of a baccalaureate degree earned at an accredited college or university in the United States.

Minimum requirements for admission include a 3.0 GPA in undergraduate. For students with a non-health related entry-level degree, at least one year of experience in a health field is required. Above average written communication skills are required and evaluated through the autobiography.

If the applicant completed his or her education in a foreign country, the applicant must submit an original copy of a degree credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES). The evaluation must indicate previous education at the minimum level of a baccalaureate degree earned at an accredited college or university in the United States.

Official transcripts from all previous institutions of higher learning must be submitted directly to the University in accordance with the Application for Admission instructions.

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa to participate in University courses and/or degrees can be considered for admission. The University of St. Augustine for Health Sciences does not offer English language services, including instruction. All instruction at the University is conducted in English. To enter the MHA program, the following criteria will apply:

- Submit transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provides evidence of training at a level equivalent to that of a bachelor's degree in the United States.
- Candidates must submit an official TOEFL (Test of English as a Foreign Language) score report if their education was completed in a language other than English or they reside in a non-English speaking country. A minimum score of 550 (paper-based testing), 210 (computer-based testing), or 83 (IBT – Internet based testing) is required.

Notification of Status

The applicant will be notified by e-mail from the University of his/her admission status after all required application materials have been reviewed by the Admissions Committee.

Academic Requirements

To remain in the MHA program, the student must

- maintain a minimum 3.0 GPA, and
- complete the required courses and any elective courses.

Program Overview

There are 36 required credits that will be taken over the span of six trimesters (approximately 24 months).

Core coursework is required (28 credits), while electives can be assembled to achieve emphasis areas (8 credits). The University will also consider accepting graduate credits from other accredited institutions. Please refer to the transfer credit policy in this Catalog for further information on transfer credits.

Delivery of MHA Coursework

All coursework in the MHA program is offered in an online delivery format with the exception of an optional Externship and Consultation course which may require off-campus attendance at a health facility.

Incomplete Coursework

If a student cannot complete the required work within the predetermined timeframe, he/she will receive a grade of Incomplete (I). The student must then complete the work by the new assigned due date to receive a letter grade. No further extension will be permitted. If the student does not withdraw or complete the requirements within the approved time, the I grade will automatically become a Fail (F) on his/her transcript.

Time Limit

It is required that MHA students complete all program requirements within 6 trimesters or 24 months. An extension of up to one year may be requested. If the Program Director approves the extension, there is an extension fee of $333.00 per trimester.

Curriculum

Required Courses		**Credit Hours**
HSA 6497	Capstone Project II	3
HSA 7200	Foundations of Healthcare Administration	3
HSA 7225	Strategic Planning in Healthcare Administration	3
HSA 7260	Operations and Quality Management in Healthcare	3
HSA 7450	Human Resources Management Organizational Development and Leadership for Healthcare Administration	3
HSC 7460	Accounting & Finance for the Practice	3
HSC 7470	Legal and Regulatory Issues	3
IPE 7000	Introduction to Interprofessional Scholarly	3
IPE 7050	Evidence-based Research for the Health Professional	3
IPE 7120	Organizational Leadership and Policy in Healthcare Studies	3

Elective Courses (students choose 8 or more credits)		
HSA 6300	Externship and Consultation	3
HSA 6325	Advanced Practice in Business	3
HSA 6350	Marketing and Communication in Healthcare	3

HSA 7375	Healthcare Informatics and Technology Management	3
HSC 7200	Information Literacy for Evidence-based Practice	1
IDS 7455	Independent Study	1-8
	Total Credits Required	**36**

Tuition and Fees

See Tuition and Fees section of this Catalog.

Doctor of Health Science (DHSc)

Mission Statement

The DHSc degree is focused on teaching students to comprehend and adapt scientific knowledge and apply it in a manner that exemplifies clinical excellence. The DHSc degree shall prepare health care professionals to become leaders in the areas of clinical practice and academia through the development of advanced and concentrated practice skills. The degree will assist students in making meaningful contributions in their respective professions.

Program Learning Outcomes

Upon completion of the DHSc program, the graduate will demonstrate the ability to

- demonstrate scholarly writing skills;
- demonstrate pedagogically sound presentation skills;
- demonstrate advanced research skills directed toward the understanding of the current body of research and knowledge in a given field of health and clinical sciences;
- demonstrate the ability to think logically, critically, creatively, and independently;
- develop proficiency in assembling, synthesizing, and presenting knowledge through the use of technological and other information services;
- comprehend the critical elements in the role and scope of health sciences and clinical education;
- develop knowledge of fundamental concepts from which one can develop a rational and systematic approach to solving problems in health sciences and clinical education;
- demonstrate the ability to conceptualize individual activities with a sense of independence in discovering information, fostering new ideas, and solving health sciences and clinical education problems; and
- synthesize and apply knowledge in the form of a scholarly project.

Admission Requirements

Admission is open to physical and occupational therapists who have a master's degree or a clinical doctoral degree (DPT, OTD, etc.) and are currently licensed and/or practicing in their profession.

All students entering the DHSc program must undergo an application/admissions process. Documents that must be submitted include the following:

- Application for Admission
- Official transcripts from all previous institutions of higher learning
- Two recommendations from professional colleagues
- Writing assessment
- Current résumé or curriculum vitae
- Copy of professional license, if applicable

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa can be considered for admission. The University of St. Augustine for Health Sciences does not offer English language services, including instruction. All instruction at the University is conducted in English. To apply for admission, foreign-trained candidates must submit the following, in addition to the items listed above:

- Transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provides evidence of training at a level equivalent to that of a master's degree earned at an accredited institution in the United States.
- An official TOEFL (Test of English as a Foreign Language) score report, if education was completed in a language other than English. A minimum score of 550 (paper-based testing), 210 (computer-based testing), or 83 (IBT—Internet based testing) is required.

Notification of Status

Each applicant will be notified by e-mail from the Student Services Office of his or her admission status after all required application materials have been reviewed by the Admissions Committee. Qualified candidates may be invited to participate in an interview.

Each student who is admitted to the program must successfully complete the Introduction to Doctoral Studies course in order to fully matriculate in the DHSc program.

Program Overview

Students must complete a total of 60 credits. There are 49 required credits of core courses included in the curriculum. Of these 49 credits, 15 credits are based on clinical coursework and credit can be obtained for certifications, residency, or fellowship programs. The additional 11 credits are completed through electives, independent studies, teaching internships, or a combination of all three.

Courses in the DHSc program are offered in several formats. Students will take part in designing a curriculum that can be online, in weekend seminar format, or a combination of both. There are two required doctoral residencies.

Delivery of Coursework

Courses in the DHSc program are offered in a distance format (excluding seminar attendance). The online courses consist of web-based text with extensive graphics, videos, and audio clips. There are opportunities provided for faculty-to-student and student-to-student synchronous and asynchronous interactive collaboration via bulletin board assignments, chat rooms, and e-mail.

Active Status and Academic Requirement

To remain active in the DHSc program, the student must

- begin the program in the trimester for which he or she was admitted by registering for and completing at least one course;
- register for and complete a minimum of nine credits, or fewer with written permission of the Program Director, each ensuing full calendar year and complete those courses within the prescribed period;
- maintain timely and effective communication with the program office; and

- maintain a minimum 3.0 GPA.

Incomplete Coursework

If a student cannot complete the required work within the predetermined timeframe, he or she will receive a grade of Incomplete (I). The student must then complete the work by the new assigned due date to receive a letter grade. No further extension will be permitted. If the student does not withdraw or complete the requirements within the approved time, the I grade will automatically become a Fail (F) on his or her transcript.

Time Limit

Students must complete all DHSc program requirements within 5 years. An extension of up to two and one half years may be requested. If the Program Director approves the extension, there is an extension fee of $333.00 per trimester.

Curriculum

Required Courses		**Credit Hours**
EDF 7111	Research Methods I	3
EDF 7121	Research Methods II	3
IPE 7120	Organizational Leadership and Policy in Healthcare	3
EDF 7175	Foundations of Educational Theory	3
EDF 7200	Residency I	2
EDF 7225	Residency II	2
EDF 7335	Dissertation Research Preparation	4
EDF 7870	Dissertation	12
IPE 7000	Introduction to Interprofessional Scholarly Studies	3
	Total Required Credits	**36**

Clinical Courses (Each student will choose 15 credits; course examples are included below. Other courses available include the manual therapy series, craniomandibular series, gerontology, pediatrics, and other advanced clinical options.)

BSC 7001	Foundations of Clinical Orthopaedics	3
BSC 7101	Application of Motor Control and Motor Learning Theory to Neurologic Intervention	2
BSC 7150	Functional Performance in the Older Adult	2
BSC 7301	Ergonomics	2
HSC 7210	Extremity Evaluation and Manipulation (E1)	2
HSC 7300	Imaging for Physical and Occupational Therapists	3
HSC 7320	Advancing Hand Therapy	2
HSC 7360	Spinal Instability	2

HSC 7400	Differential Diagnosis	3
HSC 7401	Pharmacology	3
HSC 7413	Orthopedic Imaging for the Upper Extremity	2
PHT 7220	Myofascial Manipulation (MF1)	3

Elective Courses (Each student will choose 9 credits from the following.)

EDF 7160	Curriculum Development in Health Sciences Education	3
EDF 7170	Motivational Theory in Health Care Education	4
EDF 7180	Technology in Higher Education	3
EDF 7190	Current Issues in Health Sciences Education	3
EDF 7140	Philosophy of Knowledge	4
EDF 7250	Teaching Internship	3–8
HSC 6034	Metabolic Disorders	1
HSC 7200	Information Literacy for Evidence-Based Practice	1
IDS 7455	Independent Study	1–4
	Total Credits	**60**

Tuition and Fees

See Tuition and Fees section of this Catalog.

Doctor of Education (EdD)

Mission Statement

The EdD program provides a multidisciplinary environment to build skills in leadership, academic preparation, and enhancement of health sciences education provision through innovative and individualized education.

Program Learning Outcomes

Upon completion of the EdD program, the graduate will demonstrate the ability to

- engage in advanced scholarly reflection, inquiry, research, and activities that contribute to a lifetime of scholarship as a doctor of education;
- apply interdisciplinary approaches to the acquisition and delivery of educational theory and practice, in collaboration with other professionals;
- evaluate and create educational interventions and best practice, based on evidence from advances in diverse scholarly disciplines;
- formulate scholarly arguments on matters of teaching and learning based on grounded empirical and theoretical evidence and dialogue;
- defend a teaching philosophy against the grounded empirical and theoretical evidence of educational psychology and applied ethics;
- apply teaching and learning principles for the development of educational interventions in classroom or clinical-based settings, to foster leadership in professional arenas; and
- contribute to the rigorous analysis and production of scholarly works through the evaluation and production of scholarly research capable of publication in refereed journals and at conferences.

Admission Requirements

To be considered for admission to the EdD program, a candidate must have completed a master's degree (MS, MA, MOT, MPT) or a clinical doctorate (OTD, DPT, etc.), and must be currently licensed, practicing, or teaching in an academic setting.

All students entering the EdD program must undergo an application/admissions process. Documents that must be submitted include the following:

- Application for Admission
- Official transcripts from all previous institutions of higher learning
- Two recommendations from professional colleagues
- Writing assessment
- Current résumé or curriculum vitae
- Copy of professional license, if applicable

International Students Applying for Admission

Foreign-trained candidates who do not require a student visa can be considered for admission. The University of St. Augustine for Health Sciences does not offer English language services, including

instruction. All instruction at the University is conducted in English. To apply for admission, foreign-trained candidates must submit the following, in addition to the items listed above:

- Transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provides evidence of training at a level equivalent to that of a master's degree earned at an accredited institution in the United States.
- An official TOEFL (Test of English as a Foreign Language) score report, if education was completed in a language other than English. A minimum score of 550 (paper-based testing), 210 (computer-based testing), or 83 (IBT—Internet based testing) is required.

Notification of Status

Each applicant will be notified by e-mail from the Student Services Office of his or her admission status after all required application materials have been reviewed by the Admissions Committee. Qualified candidates may be invited to participate in an interview.

Each student who is admitted to the program must successfully complete the Introduction to Doctoral Studies course in order to fully matriculate in the EdD program.

Program Overview

The EdD program consists of 60 credit hours and it is estimated that students will complete the program in 3 to 5 years. Thirty-nine credits of the total 60 are considered core coursework and are required. From there, each student is provided the opportunity to complete elective courses with emphasis on education and teaching.

Delivery of Coursework

Courses in the EdD program are offered in an online format. The online courses consist of web-based text with extensive graphics, videos, and audio clips. There are opportunities provided for faculty-to-student and student-to-student synchronous and asynchronous interactive collaboration via bulletin board assignments, chat rooms, and e-mail.

Active Status and Academic Requirement

To remain active in the EdD program, the student must

- begin the program in the trimester for which he or she was admitted by registering for and completing at least one course;
- register for and complete a minimum of nine credits, or fewer with written permission of the Program Director, each ensuing full calendar year and complete those courses within the prescribed period;
- maintain timely and effective communication with the program office; and
- maintain a minimum 3.0 GPA.

Incomplete Coursework

If a student cannot complete the required work within the predetermined timeframe, he or she will receive a grade of Incomplete (I). The student must then complete the work by the new assigned due date to receive a letter grade. No further extension will be permitted. If the student does not

withdraw or complete the requirements within the approved time, the I grade will automatically become a Fail (F) on his or her transcript.

Time Limit

Students must complete all EdD program requirements within 5 years. An extension of up to two and one half years may be requested. If the Program Director approves the extension, there is an extension fee of $333.00 per trimester.

Curriculum

Required Core Courses		**Credit Hours**
EDF 7140	Philosophy of Knowledge	4
EDF 7111	Research Methods I	3
EDF 7121	Research Methods II	3
EDF 7175	Foundational Theory in Education	3
EDF 7171	Motivational Theory in Health Care Education	3
EDF 7200	Residency I	2
EDF 7225	Residency II	2
EDF 7325	Dissertation Research Preparation	4
EDF 7870	Dissertation	12
IPE 7000	Introduction to Interprofessional Scholarly Studies	3
	Total Required Credits	**39**

Elective Courses		**Credit Hours**
(Students choose 21 credits from the following courses.)		
General Elective Courses		
EDF 7180	Technology in Higher Eduction	3
EDF 7190	Current Issues in Health Sciences Education	3
EDF 7250	Teaching Internship	3-8
HSC 7200	Information Literacy for Evidence-Based Practice	1
IDS 7455	Independent Directed Study	1-4
Athletic Training Specialization Courses		
ATP 7050	Cultural Competency	3
ATP 7100	Advanced Topics: Ethics in Healthcare	3
ATP 7130	Advanced Topics: Evidence-Based Injury Prevention	3
ATP 7280	Advanced Topics: Psychosocial Strategies	3

	for Healthcare	
Teaching & Learning Specialization Courses		
EDF 7010	Teaching Online	1
EDF 7050	Teaching Methods in Higher Education	3
EDF 7160	Curriculum Development in Health Sciences Education	3
EDF 7180	Technology in Higher Eduction	3
EDF 7190	Current Issues in Health Sciences Education	3
Executive Leadership Specialization Courses		
HSA 7200	Foundations of Healthcare Administration	3
HSA 7225	Strategic Planning in Healthcare Administration	3
HSA 7250	Human Resources Management & Organizational Development for Healthcare Administrators	3
HSA 7260	Operations and Quality Management in Healthcare	3
HSC 7460	Accounting and Financing for the Practice	3
IPE 7120	Organizational Leadership and Policy in Healthcare	3
	Total Credits	**60**

Tuition and Fees

See Tuition and Fees section of this Catalog.

TUITION REFUND POLICY FOR TRANSITIONAL AND POST-PROFESSIONAL PROGRAMS

STUDENT'S RIGHT TO CANCEL POST-PROFESSIONAL PROGRAMS

You may withdraw from a degree program at any time. Contact the director of your degree program to request withdrawal from the program. To withdraw from an individual seminar contact the Continuing Education Office by phone at 904-826-0084, ext. 1400.

CANCELLATION AND TUITION REFUND POLICY FOR POST-PROFESSIONAL PROGRAMS

University of Saint Augustine for Health Sciences institutional refund policy has been established in accordance with current state and federal regulations and applicable accrediting standards. A refund to the student or fund source may result from the application of the University's Institutional Refund Policy.

NOTICE OF CANCELLATION FOR POST-PROFESSIONAL PROGRAMS

Students must notify the University in writing of cancellation. All monies paid by an applicant other than books, supplies, materials and kits which are not returnable from use are refunded if cancellation occurs within one week (seven-days) after signing the University's Enrollment Agreement and making an initial payment.

TUITION REFUND POLICY FOR POST-PROFESSIONAL PROGRAMS

The university of st. Augustine for health sciences has an established add/drop period that is the first week (seven days) of each semester. All tuition and fees will be refunded to student who withdraw within the add/drop period.

If a student withdraws from the program or a course after the 7 day add/drop period but prior to completion, the student may be eligible for a tuition refund in accordance with the following policy:

Refund of Tuition after the Start of Trimester Courses: For self-pay students who withdraw (including transfers and leaves of absence) from ALL classes on or before 60% of the term has elapsed, USAHS will calculate the refund using a percentage formula and return the refund to the student. Students dropping from coursework (not the program) will be calculated under the same percentage formula. If more than 60% of the term has elapsed, there will be no refund.

Step 1: Determine the percentage of the enrollment period the student attended before withdrawing (days attended divided by total days in the period).

Step 2: Determine the amount of tuition earned by school by multiplying the total tuition/fee charged by the percentage of time enrolled.

Step 3: Compare the amount of tuition earned by school to the amount received by the school. If more funds were received by the school than tuition earned by school, determine the amount of funds that must be returned by subtracting the tuition earned by school amount from the amount received by the school.

Step 4: Distribute this calculated amount as a refund to the student.

Refunds are made within 30 days of the date the University determines that the student has withdrawn.

For students who receive federal financial aid who withdraw (including transfers and leaves of absence) from ALL classes on or before 60% of the term has elapsed, a portion of your tuition will be returned to your lender. Please see the University's R2T4 policy for further information.

CONTINUING EDUCATION SEMINAR FEE REFUND POLICY

A $100 non-refundable deposit must accompany the registration form. The balance of the fee is due 30 days prior to the starting date of the seminar; unpaid balances may be subject to forfeited registration. The balance may be transferred or refunded with a two-week notice prior to the start date of the seminar. Cancellation up to three working days prior to the start of the seminar will result in 50% of the balance being refunded. With three working days' notice, no portion of the seminar fee will be refunded; however, the fee may be transferred to another seminar of the student's choosing or placed in a "funds on hold" account. Transfer of funds is limited to two seminars. After the seminar begins, no refunds are issued or transfer of funds permitted. If a student misses any portion of a seminar, a certificate of completion will not be issued until such portion is made up. A student can attend a subsequently scheduled seminar at no cost to make up the time and then receive his or her certificate upon successful completion. For online continuing education unit (CEU) seminars please refer to the Academic Credit Refund policy.

In the event of employer paid registrations, the employer has the right to cancel the registration under the above policy. The therapist will be contacted and may be given the option to remain registered for the seminar and become the responsible party for the fee.

Refunds shall be made within 30 days following the date the University receives the student's cancellation request. Cancellations for the course may be made by contacting the appropriate program administrative assistant at the University, 904-826-0084.

TUITION REFUND POLICY FOR MARYLAND RESIDENTS

For students residing in Maryland, the University complies with the state of Maryland's refund policy. This policy will supersede the University's refund policy, unless the University's policy is more beneficial for the Maryland student.

The minimum refund that the University shall pay to a Maryland student who withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is as follows:

Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or Termination	Tuition Refund
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund

30% up to but not including 40%	40% refund
40% up to and including 60%	20% refund
More than 60%	No refund

COURSE DESCRIPTIONS

Prefix key:

ATP – Athletic Training
BSC – Basic sciences
COM – Communications
EDF – Education
HSA – Health services administration
HSC – Health sciences
IDS – Independent Study
IPE – Interprofessional Education
OCT – Occupational Therapy
PHT – Physical Therapy

ATP 6000 – Leadership in Athletic Training **Hours: 3**

This course focuses on characteristics of successful leadership and principles associated with developing leadership skills. Opportunities of leadership within the profession, work setting, and community are discussed.

ATP 6025 – Business of Athletic Training **Hours: 3**

Managing various aspects of the profession of athletic training requires an understanding of business principles. This course describes the principles and practices of financial management, budgeting, marketing, consulting, and many other business-related skills.

ATP 6175 – Emergency Athletic Training **Hours: 3**

This emergency procedures course will highlight current best practices in the field of athletic training. This course will include a week-long, on-site residency that will deliver a hands-on approach to emphasizing the proper skill set required for handling emergency situations. Circumstances addressed will include head trauma, spinal cord injury, establishing and maintaining airways, managing environmental illness, patient death, and many others.

ATP 6215 – Sport and Disability **Hours: 3**

The focus of this course addresses the involvement of athlete's with disabilities in sport. Challenges associated with participation, Paralympic governing bodies, and rules governing sanctioned sports are emphasized.

ATP 6303 – Imaging for Athletic Training **Hours: 3**

This course covers imaging commonly used for evaluation of athletic injuries, such as conventional radiography, MRI, CT, and ultrasound. It covers the clinical application of imaging tests for commonly occurring skeletal and soft tissue trauma of the spine, pelvis, and extremities, as well as providing a basis in neuroimaging and imaging of the temporomandibular joint (TMJ). Special emphasis is placed on the terminology essential for communicating with other health care professionals when discussing imaging, indications, and contraindications.

ATP 6330 – International Athletic Training **Hours: 3**

The purpose of this course is to reflect upon the history of athletic training outside of the United States and to recognize similarities, differences, and opportunities of practicing athletic training in another country. International organizations and Olympic sports medicine will be discussed.

ATP 6345 – Sport and the Female Athlete **Hours: 3**

This course addresses specific issues related to female gender across the lifespan associated with sport participation. Topics such as predisposing factors, biomechanical differences, and healing and recovery from injury will be discussed. Title IX and its impact on sport will be analyzed.

ATP 6450 – Comprehensive Project **Hours: 3**

A comprehensive project is required and reflects a culmination of the knowledge acquired throughout the curriculum resulting in a meaningful body of work. The final product is submitted for publication in a peer-reviewed scientific journal, for presentation at a professional conference, or for practical purposes of implementation in one's employment setting.

ATP 7050 – Cultural Competency **Hours: 3**

This course introduces participants to population demographics and their impact on cultural influence with regard to health care. Emphasis is placed on cultural awareness and cultural competence, discussing methods of inclusion and appropriate intervention.

ATP 7100 – Advanced Topics: Ethics in Health Care **Hours: 3**

A practical approach toward contemporary ethical and legal issues surrounding allied health care professions. Ethical content includes exploring the challenges associated with patient privacy and confidentiality, patient discharge readiness (e.g., return to play), and professional behaviors that relate to unethical decisions. Principles of ethics will be defined and realistic solutions will be discussed. Understanding the areas of greatest risk, minimizing such risk, and gaining the knowledge required to prepare for ethical or legal circumstances will be discussed.

ATP 7130 – Evidence Based Injury Prevention **Hours: 3**

This course highlights the importance of injury prevention from a scientific perspective. Research supporting the evidence of an intervention, effective implementation, cost analysis, and outcomes effectiveness will be discussed. Basic and advanced principles of assessing research are presented.

ATP 7255 – Concussion in Sport **Hours: 3**

A contemporary approach to understanding the prevention, assessment, and rehabilitation of sport concussions. This course examines position statements, various methods of neurocognitive testing, legal cases regarding sport concussions, and individual state laws.

ATP 7280 – Psychosocial Strategies for Patient Care **Hours: 3**

The innovative course explores the historical evidence surrounding holistic patient care across the allied health care professions. Psychosocial characteristics of effective clinicians are identified and patient education tools for use across clinical settings are presented. Critical examination of contemporary literature serves as the foundation for implementation.

BSC 7001 – Foundations of Clinical Orthopaedics **Hours: 3**

This is an online course discussing the foundations of orthopaedics and manipulative therapy. The history and development of orthopaedics and specifically manual therapy are explored. Arthrology and biomechanics are discussed, with special attention to tissue biomechanics and arthrokinematics. Emphasis is placed on spinal anatomy and movement. The University's philosophy of examination, treatment, and pain management is introduced, but attention is also given to other diagnostic classification systems. Classifications and indications for manipulation are reviewed. The course provides an introduction to the evidence-informed clinical practice paradigm teaching the student to combine various sources of knowledge in the diagnosis, prognosis, and management of orthopaedic dysfunctions. Analysis, synthesis, and evaluation will be demonstrated through a final portfolio of evidence-based research and a student’s critique of the current literature and design of a hypothetical study.

BSC 7101 – Application of Motor Control and Motor Learning Theory to Neurologic Interventions **Hours: 2**

In this course the student will examine current research and theories in motor control and motor learning and their relationship to examination and intervention in patients with neurologic dysfunction. Students will examine neuroanatomical structures, functions, and neuroplasticity of the nervous system as they relate to motor control tasks. Specific motor control issues in balance, gait, and upper extremity will be examined and discussed. Students will identify and explain the influence of impairments on motor dysfunction and a patient's motor control. The DHSc student will be responsible for additional assignments.

BSC 7103 – Neurologic Dysfunction in the Pediatric Client **Hours: 3**

The goal of the seminar is to provide participants with advanced knowledge and application of skilled observation and intervention for the special needs of the pediatric client with a neurological impairment. The lecture component will include updates on treatment approaches used in pediatric intervention (motor learning and control theory, neurodevelopmental principles [NDT], myofascial release treatment principles, oral motor treatment, positioning, strengthening, and other treatment techniques) with an emphasis on evidenced-based practice. During the lab component, participants will apply NDT, myofascial release, strengthening, and other techniques to facilitate functional skills in infants and children with congenital and acquired movement disorders.

BSC 7150 – Functional Performance in the Older Adult **Hours: 2**

This course discusses the normal and atypical aging processes and the social, physical, and mental impairments that often accompany aging. The impact on occupations from the consequences of common diagnosis seen in this population (e.g., Parkinson's disease, chronic obstructive pulmonary disease, CVA, orthopedic injuries, autoimmune diseases, and dementia) will be discussed. The course also addresses the caregiver role, including current and future trends of reimbursement. We will address specific rehabilitation strategies employed in acute care, outpatient, skilled nursing facilities, assisted living, and home-care settings. Finally, the course will analyze the evidence supporting common interventions and outcome measures common in geriatric practice.

BSC 7301 – Ergonomics **Hours: 2**

This online course examines a variety of aspects of work-related ergonomics. Participants will review the history of ergonomics, ergonomic statistics, client-centered framework of practice, the Americans with Disabilities Act, universal design, posture, standing, sitting, computer work-station evaluation, occupational risks, cumulative trauma disorders/repetitive strain injuries/tendonitis, and low-back pain. Worker assessment and work hardening are reviewed before carrying out a worksite assessment. Injury prevention, ergonomic equipment, ergonomic resources, and documentation are also discussed.

COM 7100 – Professional Communications **Hours: 2**

This online course examines professional communications as it relates to the professions of physical therapy and occupational therapy. Students develop skill in therapeutic communication, documentation according to professional standards, professional writing, case presentations, facilitating meetings, analyzing and presenting research, producing audiovisual presentations, resolving conflicts, advocating for therapy services, and critiquing marketing.

COM 7200 – Issues in Health Care Communication **Hours: 2**

This online course examines communication practices in relation to quality of patient care. Students develop an understanding of communication issues relevant to current health care practice, especially for physical and occupational therapists. Focus is on cultural issues including health literacy, gender, socioeconomic status, and difficult populations and how they influence communications. Communication in regards to ethical issues and emerging technology is addressed. Readings and videos are used to supplement textbook readings to help students gain depth and

breadth of knowledge about communication issues and their personal and professional skills for communicating effectively.

EDF 7010 – Teaching Online **Hours: 1**

This course is designed as an exploration of best practices associated with teaching university online courses. Our focus is decidedly practical and will explore techniques for building and maintaining community, as well as designing and facilitating bulletin board conversations. We will also review the organization time management and technical skills that support success.

EDF 7050 – Teaching Methods in Higher Education **Hours: 3**

This online course engages learners to examine the basic concepts associated with teaching and learning within higher education environments and methods to be an effective academic educator. This course focuses on educational theoretical underpinnings for teaching in an academic setting and experiential learning of the processes of instructional design, course development, and effective teaching and facilitation of learning in a higher education environment. Emphasis is placed on the application of knowledge to demonstrate mastery of content taking into consideration the needs of adult learners.

EDF 7111 – Research Methods I **Hours: 3**

An examination and critical evaluation of research processes, including the principles of applied and practical statistical analysis, descriptive statistical approaches, evaluation of research theory, and the various quantitative and qualitative research designs utilized in the health science fields, with a special focus on educational research.

EDF 7121 – Research Methods II **Hours: 3**

An examination of research applications and methods using inferential and predictive statistical analysis commonly used, as well as qualitative and quasi-experimental approaches. Focus is on developing the authentic skills necessary for research practice in the health sciences and educational settings, including the skills necessary to publish and present research in peer-reviewed forums.

EDF 7140 – Philosophy of Knowledge **Hours: 4**

Philosophy of knowledge is concerned most fundamentally with epistemology, or in other words, the nature and scope of knowledge—what we know, how we know it, and how we organize what we know into systems such as academic and professional knowledge communities. This course examines how such systems of knowledge have developed in the contemporary world and investigates our beliefs about what can be known. Moreover, the course analyzes and evaluates the effectiveness and consequences to knowledge of dividing the pursuit and practices of knowing into academic and professional disciplines.

EDF 7150 – Foundations of Teaching and Learning **Hours: 4**

Patient care, clinical administrative management, and academic appointments are areas where practitioners have teaching obligations. Students in this course will acquire a working knowledge of the mechanisms by which adults learn, understand, and remember. Students will apply these mechanisms to the study of teaching strategies and instructional decision making. Topics will include cognition, information processing and assessment, critical thinking, and the application of this knowledge for teaching.

EDF 7160 – Curriculum Development in Health Sciences Education **Hours 3**

Through application of sound educational principles, theories, and research evidence, the student will demonstrate knowledge of learner-centered curriculum development and program assessment for academic, clinical, and staff development settings. Curriculum development will include identifying program philosophy and outcomes, developing competency statements, writing course objectives, and selecting appropriate learning activities and evaluation methods. Problem-based learning will be explored for its application to health sciences education. Both initial curriculum development and strategic plans for change will occur in collaboration with external constituencies and within the context of current and future trends in health care, community and societal needs, and the health care environment.

EDF 7171 – Motivational Theory in Health Care Education **Hours: 3**

An investigation and discussion of current and historically significant theories of motivation in educational research and how they can be utilized in various settings including the classroom, at work, and with patients/clients.

EDF 7175 – Foundational Theories in Education **Hours: 3**

This online course examines the theories of teaching and learning related to research and health science education. Selected learning theories are analyzed from the perspective of teaching and learning. Students will be introduced to the various historical learning theories and research-based educational theories from the perspective of a modern day learner. Strategies and ideas for the use of educational theories in learning will be explored with emphasis on application in today's learning environments.

EDF 7180 – Technology in Higher Education **Hours: 3**

It is important for educators to understand both the potentials and pitfalls of technology in education. This course will provide the student with an understanding of learning models and the impact technology can have toward enhancing and enriching the learning process. The primary focus will be the application of teaching and learning strategies that integrate technology as a method or tool to enrich the educational process. Using technology tools for solving a variety of problems, teaching presentation, evaluating student performance, and implementing distance learning systems will also be explored.

EDF 7190 – Current Issues in Health Sciences Education **Hours: 3**

This course will allow students to research and choose those current issues most prevalent and most useful to the students in their current learning programs. The course will focus on self-guided learning and will drive the students through a process whereby they will explore relevant issues, debate with classmates, and present a final portfolio useful to the students in future teaching endeavors. Possible topics the students may research include ADA, higher education law, ethics, health care law, student retention, and advisement.

EDF 7200 – Residency I **Hours: 2**

This course will serve as an introduction to a variety of topics and will occur over the course of 1 weekend on the St. Augustine, Florida, campus. There will be didactic classroom sessions with invited guest speakers, as well as debates, presentations, and Q and A sessions. Students will also have the opportunity to meet with faculty and to interact with other students in a face-to-face manner. There will be written and interactive online assignments to align with the topics presented on campus. It is expected these activities would be completed in 2–3 days.

EDF 7225 – Residency II **Hours: 2**

This course will serve as an advanced presentation of topics that will build upon Residency I. There will be didactic classroom sessions with invited guest speakers. Students will spend time focused on developing a dissertation topic, working with advisors, and completing their final preparations for beginning their dissertation work. There will be interactive and online assignments to align with their topics. Students will be asked to make a teaching presentation and will be evaluated by peers and faculty during this time. The focus of this residency will be moving the student from coursework to the more independent work required in the latter portion of the curriculum.

EDF 7250 – Teaching Internship **Hours: Variable**

Students in the EdD program will be required to participate in a teaching internship that may be arranged in a variety of differing formats. Students may teach a continuing education course, an online course, or a course for academic credit along with a mentor who will work closely in the development of course materials, content, and presentation. Teaching may be done in a traditional face-to-face environment or as part of an online delivery method.

EDF 7300 – Dissertation Research Preparation **Hours: 4**

This course is designed to help you complete the full proposal or chapter one and parts of two and three, of your dissertation manuscript. There are three primary challenges in this course: (1) to complete the literature review, (2) to complete the methods section (chapter 3), (3) to file and secure Institutional Review Board permission, and (4) to put your manuscript into proper dissertation format.

EDF 7400 – Advanced Topic: Expertise and Expert Performance **Hours: 4**

Focus is on the successful passage of the written comprehensive examination, certification in research ethics and human subjects' protection, formation of the dissertation committee, and approval of the dissertation topic to move forward in the dissertation process.

EDF 7870 – Dissertation **Hours: 12**

Students are required to take a minimum of 12 dissertation credits until completion of the dissertation. This component of the program requires students to work independently on a research study or project, with minimum weekly communication and in close collaboration with their dissertation advisor and committee members. Requirements, product type, and details are outline in the Dissertation Handbook. Successful completion will culminate in an oral defense of the product.

HSA 6300 - Externship and Consultation **1-6 Credit Hours**

Students in this course may be required to pass a background check in order to fulfill the requirements of a University-approved healthcare organization. Effective leadership in today's dynamic healthcare system lends itself to exposing the student to experiential learning in a variety of health service delivery settings. The student is placed under the supervision of an approved healthcare manager/administrator who will lead and mentor the student. The student will be integrated into the leadership team and function as a contributor as approved by the mentor. Exposure to administrative activities not limited to daily functions, planning and implementation, analyses and decision-making will provide experiential learning for synthesis of programmatic coursework.

HSA 6325 - Advanced Practice in Business **3 Credit Hours**

This interdisciplinary course will provide a real-world overview and exploration of basic business skills and principles necessary for preparing for and starting a healthcare business. A developmental continuum from idea generation to launch is discussed. Business strategies are examined to provide the learner with critical thinking skills necessary to become successful in the launching of a business within the health care industry. The advantage of entrepreneurial thinking and problem solving is reviewed. The course investigates substantive strategic marketing concepts and the process utilized to analyze, develop, implement and evaluate the business/practice environment. Emphasis will be placed on objective planning and evaluating metrics for success through interdisciplinary team collaboration. The intricacies of legal considerations, finance and accounting strategies and human resource management are not the focus of this course. Students will have the opportunity to develop key components of a business plan for a new business venture.

HSA 6350 - Marketing and Communication in Healthcare **3 Credit Hours**

Students in this course analyze the four P's of marketing—product, price, place, and promotion—and how they affect the five P's of healthcare marketing: physicians, patients, payers, public, and politics. The interrelationship of a healthcare organization's strategic plan, business plan, and marketing plan is analyzed and social marketing will also be an area of focus. Students will practice effective oral and written business communication skills. The importance of interpersonal and interprofessional communication for improved effectiveness across the organization's

interdisciplinary continuum that includes communication related to patient care delivery, operational processes, human resources management and organizational administration.

HSA 6497 - Capstone Project II **3 Credit Hours**

This is an integration of the knowledge and skills appropriate to a student's specialty area or area of interest. By applying theory and practice, students have the opportunity to explore various approaches in the delivery of rehabilitation and administration of healthcare services. Under advisement of a faculty member, the student has two options in completing this project. One option is to identify unique and significant problems in the administration of health services and develop one publishable case report. The second option is to develop one publishable article related to critical issues in the delivery of health care today.

HSA 7200 – Foundations of Health Care Administration **Hours: 3**

Students investigate and analyze the changing landscape of the health care environment and the factors affecting the practice of health care administration. Students consider stakeholders in a variety of settings to establish a framework for scholarly investigation of effective strategies for health care administrators in practice. Particular emphasis will include the importance of collaboration, critical thinking, communication, and diversity. The course introduces students to techniques applied by successful health care administrators, such as setting goals and managing time, as well as the attitudes and motivation required for success as a health care manager, administrator, and leader.

HSA 7225 – Strategic Planning in Health Care Administration **Hours: 3**

Through this course, students gain an understanding of the importance and process of formulating, implementing, and evaluating a strategic plan. They examine the role of strategic planning in achieving organizational performance, as well as the notion of planning as a cyclical process within the health care organization. Students also explore key concepts in strategic planning, including identifying the relationship of the plan to the organization's mission, values, and vision; assessing the competition; identifying external influences and resources; forecasting trends in organizational performance; setting goals; selecting strategies; implementing marketing actions; identifying implications of the strategic plan on organizational finances and human resources; and evaluating the plan's progress. Students apply course concepts, including strengths, weaknesses, opportunities, and threats (SWOT) analysis, as they research and develop components of a strategic plan for a specific health care organization.

HSA 7250 – Human Resource Management and Organizational Development in Healthcare **Hours: 3**

Students in this course examine organizational behavior as well as the roles and responsibilities of management and leadership within healthcare organizations through the macro (organization-wide) and micro (individual and team performance) perspectives.

HSA 7260 – Operations and Quality Management in Healthcare Hours: 3

There are many opportunities for healthcare organizations and/or their unitary departments to employ strategies to affect the challenges and enhance the outcomes found in today's healthcare delivery system. This course familiarizes the student to a framework of various concepts and tools necessary for understanding the operationalization of health service delivery processes and their effect on performance outcomes. The development of leadership performance competencies that support interprofessional collaboration in organizational health care delivery systems, process improvement, and project and quality management will be emphasized. Through clinical and service quality planning, control and improvement initiatives, outcomes will demonstrate that quality improvement is a strategic mandate Students will discover the essential relationship linking operations and quality management and the importance and use of metrics in daily operations.

HSA 7375 – Health Care Informatics and Technology Management Hours: 3

Students in this course learn how integrated, computer-based information systems can enable the assessment and documentation of costs and quality. They also learn how these systems can inform decisions that improve care, allow for better management of medical records, enhance supply inventory and management, and improve vendor contracting and management. Students engage in weekly discussions and assignments designed to provide practical applications of content, focusing on electronic medical records and computerized physician order entry; linked information systems across episodes of care; integrated financial and clinical information systems; linkages among electronic information access systems; and web-based systems for increasing consumer knowledge, confidentiality of information systems, organizational compliance, and data sets.

HSA 7450 – Human Resources Management & Organizational Behavior for Health Care Administrators Hours: 3

Students address the role of human resources in health care organizations as well as the recruitment, retention, management, and development of employees. Students gain an understanding of the key roles of human resource personnel in establishing goals and expectations regarding organizational performance, as well as how individuals contribute to effective performance in terms of controlling costs, improving quality, and providing excellent customer service. They explore major federal and state legislation that influences human resources, key management functions within workforce planning and recruitment, and functions within workforce retention. Students devote specific attention to the administrative, operational, and strategic aspects of managing human resources, focusing on managing clinical and direct-care practitioners whose perspectives and expectations differ from those of management. Other topics that students explore and discuss include employment and contract labor law; compensation strategies, including benefits and pay for performance; staffing models; labor relations; performance management; workforce retention; and strategies for ensuring employee engagement, motivation, and satisfaction.

HSA 7475 – Global Health Issues in Disease Prevention Hours: 3

Students are provided with an in-depth review of how global health-based strategies are used in the prevention of disease and disability in diverse populations. They explore global health topics and disease prevention activities from the perspective of understanding the determinants of health.

Using a cross-disciplinary approach, students examine how economics, social factors, cultural competency, health literacy, health policy, urbanization, globalization, the environment, and other factors influence disease. They consider how research in disease prevention, health determinants, cultural ecology, and global health applies to public and community health efforts.

HSC 5003 – Critical Thinking **Hours: 1**

Critical Thinking introduces clinical critical thinking through the principles of active reasoning, active teaching and learning, active questioning and self-assessment. The areas of logic, problem solving, hypothesis generation, domains of learning, and professional abilities are highlighted. Socratic questioning is the chief method of student dialogue.

HSC 5010 – Scientific Inquiry **Hours: 1**

Scientific Inquiry is an introduction to research methods, psychometric properties of tests and measures as used in the clinical situation for diagnosis, prognosis, and outcome assessment, sampling, experimental design, and interpretation of statistics. The main emphasis of the scientific inquiry portion is to allow the students to become critical consumers of the scientific literature needed to guide evidence-based clinical practice and perhaps set some on the way to producing such scientific literature for themselves.

HSC 5100C – Applied Human Anatomy **Hours: 4**

Applied Human Anatomy consists of lectures and labs. Laboratory sessions primarily involve the study of bones and models. Lectures are designed to concentrate on the neuromuscular, musculoskeletal, and cardiovascular systems, integrating functional and clinical correlations. In addition, pertinent information on microscopic and developmental anatomy will be presented. Students will work in assigned lab groups to improve interpersonal, oral, and nonverbal skills.

HSC 5120C – Gross Anatomy I **Hours: 4**

Covers fundamentals of the structure, function, and interrelationship of major body systems and regions (upper extremity, thorax, head and neck). Microscopic anatomy is included.

HSC 5122C – Biomechanics **Hours: 4**

Biomechanics consists of lectures and labs. The course is subdivided into three topic areas. The first area is general biomechanics during which students will receive basic information on force, loading, stress, strain, energy, work, elasticity, and basic mechanics as it applies to biological systems. The second area deals with joint mechanics of the upper extremity, lower extremity, and vertebral column and gait. The third topic area concentrates on tissue mechanics. In this section, students receive information on the mechanics of bone, cartilage, tendons/ligaments, nerves, and muscle, and how these tissues respond to loading and aging. The lab consists of cadaver dissection of the extremity, back, thorax, abdomen, pelvis, head, and neck, as well as the viewing of radiographs and MRIs.

HSC 5125C – Applied Anatomy I **Hours: 1**

Applies knowledge of human body structure and function to develop and apply basic therapy assessment skills for the upper extremities, thorax, head, and cervical spine..

HSC 5130C – Patient/Client Care Management I **Hours: 3**

Introduces principles and techniques of basic patient care, therapeutic communication and touch, and interprofessional collaboration skills.

HSC 5135 – Evidence-Informed Practice I **Hours: 2**

Combines instruction in clinical problem solving and critical thinking to introduce evidence-informed skills of practice: logic, problem synthesis, hypothesis generation, reflective-practice, and decision making. Includes analysis of evidence and research design.

HSC 5142 – Child Development **Hours: 3**

The course will include the following: normal development across domains, developmental theories, reflexes and the role of reflexes in movement development, an overview of abnormal development and its clinical outcomes, and public laws that affect pediatric practice (schools and early intervention). Assessment and intervention strategies for pediatrics are introduced. The course will cover medical conditions specific to the pediatric population and therapy intervention.

HSC 5151C – Clinical Neuroscience **Hours: 5**

Clinical neuroscience is a five-credit lecture and lab course in which students receive the neuroanatomical and neurophysiological foundations for understanding normal function, dysfunction, and clinical interventions. There is an emphasis on the neuroscience related to posture, movement, cognition, and sensory functions. Cadavers and models are used to enhance the students' three dimensional understanding of the material. The neuropathology component of the course uses a case study format to strengthen the students' knowledge of the etiology and clinical features of the neurological conditions that they are most likely to treat in clinical practice.

HSC 5213C – Skills and Procedures **Hours: 4**

This course will introduce the student to basic clinic skills and problem-solving abilities to be built upon in future coursework. It is an introductory course in basic assessment techniques and general patient care skills, such as principles of body mechanics, infection control methods, bed mobility, positioning, draping, transfer training, gait training, wheelchair use, posture assessment, joint range of motion, and goniometric measurements. Students will also develop professional behaviors and communication skills for use with patients, families, and other health care professionals.

HSC 5310C – Clinical Neuroscience **Hours: 4**

Focuses on foundations of neuroanatomy and neurophysiology and their applications to neurological conditions seen in clinical practice.

HSC 5351 – Pharmacology **Hours: 2**

This course provides Occupational and Physical Therapy students with the general concepts of pharmacology as applicable to clinical practice. It describes classes of drugs commonly used by patients treated by therapists. These descriptions include (a) clinical uses, (b) therapeutic effects and mechanisms, and (c) side effects and contraindications. The effects of exercise, aging, and other factors on pharmacodynamics are also included when relevant to clinical practice.

HSC 5416 – General Pathology **Hours: 3**

This course is designed to provide the student with basic understanding of the cause of failure of normal physiological process in the body—the disease process. Emphasis will be on morphologic changes in cells and tissues that may have resulted in specific diseases: identifying causes of such changes (etiology), the mechanism of development of such changes (pathogenesis), and the clinical manifestation of diseases. In addition, the course will address the issue of how the failure of one organ system may affect the function of others.

HSC 5610 – Administration and Management in OT and PT **Hours: 2**

The emphasis of this course is the application of administrative principles to the professions of occupational therapy (OT) and physical therapy (PT). The primary topics of the course are: organizational and legal structures, supervision and management, quality assurance, fiscal management, human resources, and marketing. Guidelines for specific practice settings (e.g., skilled nursing facilities, home health, and outpatient) are also explored. Case scenarios are emphasized and higher-level learning is required.

HSC 5665 – Wellness and Health Promotion **Hours: 3**

Focuses on ways to promote health and wellness through behavioral change and identification of barriers to change. Health promotion planning will include individual, group, and population-based interventions. Examines risk behaviors that can compromise health throughout the lifespan. Applications to clinic/home/community situations and participation in selected complementary and alternative health interventions are included.

HSC 5670 – Administration and Management in Rehabilitation Services **Hours: 3**

The application of managerial and administrative principles to rehabilitation services within a changing health care environment and the impact upon the delivery of services in a variety of practice settings. Primary topics addressed include organizational and legal structures, supervision and management, quality assurance, fiscal management, human resources, collaboration and team functions, and marketing.

HSC 5700 – Wellness and Prevention in OT and PT **Hours: 3**

This course will present the concept of wellness as a foundation to rehabilitation services and interventions. It will allow the students to investigate their own personal wellness and to internalize the information, to become role models of wellness in the health care profession. Additionally, the concept of wellness will be applied to the practice of rehabilitation, making relevant the content to the students' roles as future professionals. The course will include a health risk appraisal, fitness testing, nutrition analysis, emotional/mental assessments, self-reflections, identification of barriers to change, goal setting, and problem-solving for applications to real-life clinic/home situations the rehabilitation specialist may encounter. Further, this course will incorporate area professionals for the presentation and integration of complementary/alternative forms of medicine.

HSC 5741C – Applied Medical Physiology **Hours: 4**

This course is designed to provide an organ-system-based overview of human physiology. The course will emphasize the mechanisms of function of the organ systems and their feedback controls that help to achieve and maintain internal bodily homeostasis. While basic concepts will be emphasized, opportunities will be provided to extrapolate from this foundation to areas of interest and application to the occupational and physical therapy students. The laboratory component is designed to reinforce physiology lecture topics through practical application.

HSC 5800 – Gerontology **Hours: 3**

This course allows the student to synthesize the knowledge, skills, and values that are essential to the interprofessional care of the aging adult. The interactions of physical, cognitive, psychosocial, cultural, and spiritual variables are examined in the context of aging being a developmental stage of the lifespan. The roles of occupational and physical therapy to promote, maintain, and restore health and function in this population are emphasized. Interaction with community-dwelling older adults is included.

HSC 6011 – Cultural Competence **Hours: 1**

This interactive distance education course will explore concepts and practices of cultural competency in the current health care environment. Students will self-assess their cultural competence as a health care provider and examine ways to implement strategies learned into their future practice.

HSC 6031 – Cultural Competence **Hours: 1**

This course will explore concepts and practices of cultural competency in the current health care environment. Students will self-assess their cultural competence as a health care providers and examine ways to implement strategies learned into their future practice.

HSC 6034 – Metabolic Disorders **Hours: 1**

This course will review the pathology, etiology, signs, symptoms and treatment of common metabolic disorders. The primary focus will be on the clinical implications of metabolic disorders from a rehabilitation perspective, including complications, modifications, and/or precautions.

HSC 6395 – Differential Diagnosis for the Therapist Hours: 2

This course is designed to provide physical therapists with the background necessary to screen patients for the presence of disease. This information, combined with the therapist's knowledge and skills for management of neuromusculoskeletal dysfunction, will provide students with a comprehensive examination scheme. The information provided in the course should facilitate professional communication between the physical therapist and other health care professionals, as well as communication between the physical therapist and patient.

HSC 7200 – Information Literacy for Evidence-Based Practice Hours: 1

Information literacy is an important skill for evidence-based practice. It incorporates such skills as recognizing when information is needed, searching for information (including developing a research question and creating a search strategy), incorporating new information into an already established knowledge base, and using information ethically and legally. Multiple studies show that one of the most prominent barriers to evidence-based practice among clinicians is limited search skills combined with difficulty accessing evidence. This course can help students develop the information literacy skills they need to incorporate evidence into their practices. The course will also teach students how to use the University of St. Augustine library's online resources specifically, and help clinicians identify what information resources are available to them beyond the University of St. Augustine.

HSC 7210 – Extremity Evaluation and Manipulation (E1) Hours: 2

Based on the E1 Extremity Evaluation and Manipulation Seminar, this online course for the DPT program extends the content of the seminar to the application and analysis level of learning of peripheral joint examination and treatment. Clinical decision-making strategies or peripheral joint examination and treatment are strengthened through the use of selected readings required for this course. A prerequisite is completion of the CPE seminar "Extremity Evaluation and Manipulation (E1)," offered by the University.

HSC 7300 – Imaging for Physical and Occupational Therapists Hours: 3

This course provides a background reading plain-film radiographs and in the radiographic presentation of commonly occurring dysfunctions of the spine, pelvis, and extremities. The basic tenets of MRI, CT scanning, and diagnostic ultrasound will be covered with imaging examples. Special emphasis is placed on the clinical application of diagnostic imaging findings to musculoskeletal injury and dysfunction. Students will have the opportunity to apply the principles of imaging evaluation to selected cases and special emphasis is placed on clinical application to musculoskeletal disorders. Analysis, synthesis, and evaluation will be demonstrated through a final portfolio displaying best practice imaging application in a student's desired area of study.

HSC 7320 – Advancing Hand Therapy **Hours: 2**

This course focuses on diagnoses that you would most typically treat in an outpatient orthopaedic hand clinic setting. These diagnoses will be presented with a variety of media that will complement the context and facilitate your learning. The purpose of this course is the application of quality clinical reasoning skills. Learning goals of this course include expanding the student's existing knowledge base in the area of upper extremity orthopaedic rehabilitation following trauma, disease processes, and post-surgical intervention. Secondly, students will apply this additional evidence-based material to new clinical reasoning skills that will optimize the student's effectiveness with patient treatment. DHSc students will have an additional project demonstrating analysis, synthesis, and evaluation through a final portfolio of evidence-based research and a student's critique of the current literature and design of a hypothetical study.

HSC 7325 – School-Based Practice **Hours: 3**

This online course advances the experienced practitioner's clinical and professional knowledge to promote leadership in school-based practice. Through examination of the current evidence available, students will reflect on their current practice to identify strengths and needs related to historical and current legislation and guidelines, evaluation, intervention, the IEP, outcomes, collaboration, and opportunities for advancing the role of related service providers within school systems.

HSC 7360 – Spinal Instability **Hours: 2**

This is a 2 credit hour online course presenting concepts of whole-spine stabilization. Topics covered include clinical findings indicating the presence of instability, stabilization instructions for patient education, and utilization of stabilization through the process of rehabilitation. Special attention is given to clinical decision making regarding the selection of manipulation and exercises for patients with instability.

HSC 7400 – Differential Diagnosis **Hours: 3**

This course is designed to provide physical therapists with the background necessary to screen patients for the presence of disease. This information, combined with the therapist's knowledge and skills for management of neuromusculoskeletal dysfunction, will provide you with a comprehensive examination scheme. The information provided in the course should facilitate professional communication between the physical therapist and other health care professionals, as well as communication between the physical therapist and patient. Analysis, synthesis, and evaluation will be demonstrated through a final portfolio displaying best practice imaging application in a student's desired area of study.

HSC 7401 – Pharmacology **Hours: 3**

This online course covers the basics of drug action as it relates to physical and occupational therapy. Drugs used in the treatment of muscle spasms and spasticity, cardiac drugs, centrally acting drugs, psychological medications, and drugs used in the treatment of pain and inflammation are covered. Interactions between therapy and medications are emphasized. Analysis, synthesis, and evaluation

will be demonstrated through a final portfolio of evidence-based research and a student's critique of the current literature and design of a hypothetical study.

HSC 7413 – Orthopedic Imaging for the Upper Extremity **Hours: 2**

This online course provides a broad background reading plain-film radiographs and in the radiographic presentation of commonly occurring dysfunctions of the upper spine and upper extremity, as well as covering the basics of MRI, CT scanning, and diagnostic ultrasound. The clinical application of diagnostic-imaging findings to upper extremity rehabilitation is highlighted with special emphasis on the imaging of fractures and the biomechanical consequences of fractures. For each anatomical region, there are numerous online exercises in radiographic anatomy and advanced-imaging anatomy as well as interactive exercises in description of fractures. Students will have an opportunity to apply the principles of imaging evaluation to selected cases. Analysis, synthesis, and evaluation will be demonstrated through a final portfolio displaying best practice imaging application in a student's desired area of study.

HSC 7440 – Fundamentals of the Health Care Startup Business **Hours: 3**

This course will provide a pragmatic overview and exploration of basic business skills and principles necessary for preparing for and starting a health care business. A developmental continuum from idea generation to launch is discussed. Business strategies are examined to provide the learner with critical-thinking skills necessary to become successful in the startup within the health care industry. The advantage of entrepreneurial thinking and problem solving is reviewed. The course investigates substantive strategic marketing concepts and the process utilized to analyze, develop, implement, and evaluate the business/practice environment. Emphasis will be placed on objective planning and evaluating metrics for success. The intricacies of legal considerations, finance and accounting strategies, and human resource management are not the focus of this course. Learners will have the opportunity to develop key components of a business plan for a startup.

HSC 7460 – Accounting and Financing for the Practice **Hours: 3**

This course provides accounting methods and traditional financial management concepts for health care managers using the basic tools of health care financial decision making. Topics include financial reporting statements, cost concepts and decision making, budgeting techniques, cost variance analysis, time valuing of money procedures, capital acquisition, debt and equity financing, and working capital cash management.

HSC 7470 – Legal and Regulatory Issues **Hours: 3**

This course investigates the legal and regulatory environment of the health services industry. Case law, statutory and regulatory analysis, and trends in health services delivery law will be analyzed in context of implications among major stakeholder groups (providers, patients, administrators, third-party payers, and health care organizations). Topics include civil and criminal law, ethics, contract law, antitrust, malpractice, human resources/personnel laws, managed care laws, professional and corporate liability, information management/medical records, patient safety and mandatory reporting issues, patients' rights and responsibilities, among others.

IDS 5802 – Independent Study **Hours: Variable**

This course allows for in-depth study in the student's area of interest or in an identified weakness. It is available only by permission of the Program Director. The student and a faculty member assigned by the Program Director will identify specific objectives. The student must complete all objectives by the end of the trimester.

IDS 6455 – Directed Study **Hours: 1–4**

Directed study is provided to enable the student to pursue special interests beyond those available in course offerings. The directed study is planned, implemented, and evaluated by the student with an approved advisor. Students are encouraged to study in related disciplines and to develop affiliations with other organizations, especially those whose work could benefit our profession. This course is offered through a distance education format. Registration for this course must be approved by the Program Director.

IDS 6460 – Directed Readings **Hours 1–4**

This course is an independent study tailored for a student's specific interest in a specialty area. Areas of concentration and topics are negotiated with the student, and a Faculty Advisor is assigned. The student studies and analyzes the literature on agreed upon advanced topics in a content area, reviews the research methods used, and statistical analysis relevant to the topic of interest. This course is offered through a distance education format. Registration for this course must be approved by the Program Director.

IDS 7455 – Independent Study **Hours: 1–4**

To receive academic credit for a University course, you attend the seminar (if there is one) and then do an assignment that is developed and proposed for approval by your committee and any course advisor to obtain the number of credits listed in the Catalog. The format for an independent study proposal may be used for University course assignment proposals. The assignments for learners are thus largely self-directed. You have 1 trimester (15 weeks) to complete each approved assignment.

IDS 7460 – Independent Readings **Hours: 1–4**

This course is an independent study tailored for a student's specific interest. Areas of concentration and topics are negotiated with the student. The student studies and analyzes the literature on agreed advanced topics in the content area, reviews the research methods used, and studies select research methods and statistical analysis relevant to the topic. One credit equals 40 hours of reading or 10 hours of advisor/advisee discussion.

IPE 7000 – Introduction to Interprofessional Scholarly Studies **Hours: 3**

This course provides the student with a foundation for success in a post-professional program. Emphasis is on interprofessional communication and collaboration, ethical decision making,

location and use of scientific evidence, professional writing including prevention of inadvertent plagiarism, and resources available to students to support their learning and success in the post-professional program.

IPE 7120 – Organizational Leadership and Policy in Healthcare Hours: 3

There are many opportunities for healthcare organizations and/or their unitary departments to employ strategies to affect the challenges and enhance the outcomes found in today's healthcare delivery system. This course introduces students to various concepts and tools necessary for understanding operationalization of health service delivery and the effect on performance outcomes, including leadership competencies that support interprofessional collaboration, process improvement, health policy and regulation, and project and quality management. Students will discover the essential relationship linking operations and quality management and develop metrics for monitoring daily operations within their field.

IPE 7050 – Evidence-Based Practice for Health Care Professionals Hours: 3

This course provides an overview of the evidence-based practice process to prepare the health care professional as a consumer of scientific evidence for decision making. A process for formulating a practice question and conducting literature searches for existing evidence is included, as well as an overview of the research process for quantitative, qualitative, and mixed methods research with emphasis on the critical appraisal of evidence for determination of inclusion in a literature synthesis related to a practice question. The discussion of biostatistics focuses on determining the appropriateness of the statistical analysis and interpretation of the statistical results in the critically appraised research evidence. Finding and critically appraising research summaries, such as systematic reviews, meta-analyses, and meta-syntheses, and clinical practice guidelines is included. Effectively implementing, evaluating, and disseminating an evidence-based change process is discussed.

MHS 6120 – Current Issues in Healthcare Hours: 3

This course focuses on current issues in Healthcare Science. Wellness and health care at the individual, community and global level will be explored. Investigation of emerging trends, political and social practices, and procedures including current research and implications will be discussed.

MHS 6140 – Healthcare Law Hours: 3

This course introduces students to current federal and state regulatory agencies and processes in governing the provision of healthcare. Topics such as quality of care, access to care, and cost will be explored. Current issues as they relate to the law will be introduced and include professional licensure, malpractice, the provider-patient relationship, informed consent, the regulation of healthcare facilities, public and private insurance regulation, bioethics, end of life care, the Affordable Care Act.

MHS 6200 – Contemporary Trends in Wellness **Hours: 3**

A holistic approach to wellness is presented via the components of total fitness, e.g., physical, social, emotional, and intellectual. Emphasis is placed on behaviors that serve to prevent illness or injury. Content addresses both theoretical and applied practices and includes strategies for optimal nutrition, spiritual wellness trends, global versus national health and fitness trends, comparative analysis of healthcare systems, alternative forms of preventive/rehabilitative medicine, and environmental impact on wellness.

MHS 6240 – Internship **Hours: 3**

The internship represents an educational strategy that links classroom learning and student interest with the acquisition of knowledge in an applied work setting. Through direct observation, reflection and evaluation, students gain an understanding of the internship site's work, mission, and audience, how these potentially relate to their academic study, as well as the organization's position in the broader industry or field.

NUR 6411 – Information and Knowledge Management **Hours: 3**

Effectively managing health care data is essential to the practice of nursing informatics. In this course, students examine database systems, including database design and manipulation. Students also explore concepts of information and knowledge management in the health care practice setting. Course assignments provide students with the opportunity to work efficiently in teams and build essential skills to execute database design. Through this course, students examine nursing's contributions to knowledge management in health care organizations.

NUR 6421 – Supporting Workflow in Health Care Systems **Hours: 3**

Effective knowledge and information flow is critical in the coordination of patient care. Nurses are at the center of care coordination for patients and informatics nurses are central to the design and development of information systems that support workflow in nursing practice. Students in this course examine the analysis, design, development, implementation, and evaluation of electronic information systems in health care systems. They compare, contrast, and critique methods of system design. Students also focus on workflow modeling, including assessment of current state workflow and the design of future state workflow, and they examine workflow design best practices to support the implementation and optimization of electronic health records.

NUR 6431 – System Design, Planning, and Evaluation **Hours: 3**

Health care policy, including the American Recovery and Reinvestment Act (2009) and the Health Insurance Portability and Accountability Act (1996), mandates that electronic documentation systems are secure and effective. In this course, students explore systems security and evaluation methods. Through discussion of real-world practice that includes public health and community-based settings, students evaluate the impact of redesigned workflows to the larger system design and throughout the organization. Students create a plan for system design and system evaluation. Through team projects and individual applications, they build skills and confidence that support collaborative, interdisciplinary system design to improve the effectiveness of care.

NUR 6441 – Project Management: Health Care Information Technology Hours: 3

Health care information technology and the implementation of electronic health records are foundational practices critical for success in project management. In this course, students learn the theory of health information technology project management and apply it to real-world experiences. Using project management software, students create a project management plan and schedule, and they control and close tasks related to a health informatics project. Through team projects and individual applications, students build skills and confidence that support the implementation of health care information technology to improve the quality of care and patient outcomes.

NUR 7100 – Pathophysiology, Health Assessment, Pharmacology for Nurse Educators Hours: 3

This course builds upon undergraduate nursing education and practice experience to refine and further develop nursing knowledge and skills related to pathophysiology, health assessment, and pharmacology across the lifespan. The focus is on advanced knowledge and skills needed by nurse educators in both direct- and indirect-care roles. In this course, students integrate concepts of pathophysiological processes, physical assessment and diagnostic findings, and pharmacologic management.

NUR 7160 – Theoretical and Scientific Underpinnings for Nursing Practice Hours: 3

Nurses use theory along with the best scientific evidence to provide the highest level of nursing practice. This course focuses on the integration of theory and empirical evidence and application to nursing practice and decision making. There is an introduction to the nature and uses of theory and the process of theory construction. Major theories of nursing and concepts and theories from other sciences relative to nursing are analyzed with an emphasis on implications for nursing practice. Models and principles of quality improvement are also applied.

NUR 7400 – Role Practicum I Hours: 3

The purpose of this course is for the student to synthesize knowledge acquired in didactic courses into specialty practice. This is a precepted experience where the student, the practicum instructor, and the preceptor at the practicum site work together to provide opportunities for demonstration of synthesis. In this experience, reflective journals are used so that students reflect on their prior learning as they transition into their advanced nursing practice role. This course requires completion of 135 practicum hours.

NUR 7450 – Role Practicum II Hours: 3

The purpose of this course is for the student to synthesize knowledge acquired in didactic courses into specialty practice. This is a precepted experience where the student, the practicum instructor, and the preceptor at the practicum site work together to provide opportunities for demonstration of synthesis. In this experience, reflective journals are used so that students reflect on their prior learning as they transition into their advanced nursing practice role. This course is the culmination

of the practicum experience and the MSN program. An e-portfolio is developed to demonstrate achievement of program outcomes. This course requires completion of 90 practicum hours.

OCT 5005 – Clinical Reasoning **Hours: 1**

The student is challenged to apply principles of clinical reasoning to occupational therapy practice. Clinical vignettes and situations from previous fieldwork settings will be used to provide insight into the evolution of clinical reasoning skills.

OCT 5011 – Evidence-Based Practice **Hours: 2**

Students will critique both qualitative and quantitative occupational therapy research designs and develop a proposal using the research skills that they learned in their first research class. Students will develop an evidence-based project summarizing the literature on an assigned topic and design a study to test a hypothesis or answer a research question based on available evidence.

OCT 5031 – Evidence-Based Research I **Hours: 1**

This course will focus on developing clinicians who will be educated consumers of evidence-based research. Students will evaluate occupational therapy research, demonstrating skill in locating, evaluating, and critiquing the quality of evidence. Students will learn how to disseminate the evidence to audiences for the purposes of education of clients and family members.

OCT 5041 – Evidence-Based Research II **Hours: 1**

Students will analyze the results of the research study and disseminate these results in a professional manner. Class discussions include using and interpreting statistics, the development of effective presentation skills, posters, and the process of submitting for publication, grants, and professional conferences.

OCT 5100 – Professional Forum **Hours: 2**

This course provides the students with the opportunity to investigate ethical, political, and social forces that shape our national health care delivery system and the practice of occupational therapy. The influence of personal beliefs and values and cultural orientation concerning ethical issues is examined. Strategies for examining and responding to ethical dilemmas are explored. Professional responsibilities, including continuing competence, licensure/scope of practice, supervision of therapy assistants, and supporting professional associations are discussed. This course uses class discussions and a debate format as the primary teaching methods to examine controversial issues.

OCT 5125C – Biomechanical Interventions **Hours: 4**

This course presents the theory and rationale of competency-based occupational therapy and evidence-based interventions for clients with orthopedic deficits. Students will apply biomechanical frames of reference, evaluation, and treatment to the specific problems limiting a client's independence in basic or instrumental activities of daily living. These performance limitations may

include ROM, strength, pain, sensory loss, endurance, work conditioning, posture, ergonomics, and other physical disabilities.

OCT 5135C – Anatomy Applied to Occupation **Hours: 3**

Applies knowledge of human anatomy to occupational performance. Covers assessments related to palpation, muscle testing, and goniometry with a focus on analyzing the impact of dysfunction to occupational performance.

OCT 5140 – Domains of OT **Hours: 3**

Examines the historical foundation and philosophical base of occupational therapy. The profession's core values and code of ethics are introduced. The Occupational Practice Framework is examined with a focus on occupations, client factors, performance skills, and the influences and effects that environment, context, and performance patterns have on persons, groups, and populations. Explores the importance of lifelong learning in developing professional behavior and communication skills.

OCT 5145 – Occupational Engagement **Hours: 2**

Introduces typical occupational activities that individuals and groups engage in throughout the lifespan. Topics include discussion of developmental stages and how occupations are influenced by changes, normal and atypical.

OCT 5200 – Acute Care in Occupational Therapy **Hours: 2**

This course is intended to clarify medical conditions and issues routinely encountered by occupational therapists working in an acute care setting. The units include ICU, pulmonary, cardiac, vascular, infectious disease, oncology, gastrointestinal, and genitourinary. Students will apply occupation-based practice and address the contextual issues of delivering occupational therapy services in a challenging medical model setting. Laboratory activities will provide experience with typical equipment, evaluations, and interventions utilized in the acute care setting.

OCT 5210 – Scholarly Design **Hours: 2**

Focuses on the development of writing and reasoning skills related to research planning and design. Skills progress through an evaluation of existing research to developing a scholarly project/study, inclusive of understanding the components of an IRB proposal and sound research plan.

OCT 5215C – Human Movement for Occupational Performance **Hours: 4**

Focuses on foundational knowledge regarding kinesiology and movement task analysis. Presentation of historical and contemporary motor control theories to synthesize how occupation based treatment is influenced and supported by motor control principles.

OCT 5216C – Physical Modalities for Occupational Therapy **Hours: 2**

This course is designed to prepare the student in the theory and clinical application of physical modalities. The physical principles and biophysical effects of cryotherapy, heat, ultrasound, electrical currents, water, and debridement are presented as they relate to treatment for indicated pathological conditions. Emphases upon the principles of differential diagnosis are to be used in the selection/recommendation and application of appropriate physical agents.

OCT 5225C – Process of Occupational Therapy **Hours: 4**

Examines the Occupational Practice Framework with emphasis on the components of evaluation, intervention, and target outcomes. Explores the service-delivery settings, frames of reference, and models that guide occupational therapy treatment. Explores various professions that work on health care teams with occupational therapists. Ethical considerations in regards to treatment and documentation within the health care system are explored. An experiential lab component integrating foundational concepts in varied community settings is included.

OCT 5230C – Conditions Impacting Occupational Performance **Hours: 4**

Selected medical conditions throughout the lifespan and how they impact occupational performance are discussed. Diagnosis, clinical features, and medical treatment including pharmacology are reviewed. Case studies, student presentations of evidence-based articles on medical management, and hands-on practice of appropriate diagnostic assessments are included.

OCT 5300 – Evaluation and Assessment **Hours: 4**

With the Occupational Practice Framework as a foundation, the students will learn how to administer and interpret commonly used evaluations and assessments for identified disabilities and conditions. Based upon evaluation and assessment results, the students will identify if occupational therapy treatment is indicated for select case studies and begin to identify appropriate treatment goals. Students will also learn how to write a narrative report documenting initial evaluation and assessment results, according to American Occupational Therapy Association guidelines. Students will learn how to analyze activities, using the framework, and grade activities for multiple outcomes.

OCT 5330C – OT Methods I: Assistive Technology **Hours: 3**

Introduces a variety of assistive technology devices with application throughout the lifespan. Universal design and environmental modifications are explored in depth. Focuses on the role of the occupational therapist's use of technology to assist and prepare a client for independence in occupational engagement and performance.

OCT 5335C – Clinical Applications of OT in Psychosocial & Community Settings **Hours: 5**

Presents the theory and rationale of competency and evidence based OT assessment and intervention for psychosocial dysfunctions across the lifespan. Examines community based settings,

lifestyle redesign, and therapeutic use of self. Level I fieldwork experiences enable students to observe, integrate, and apply concepts of the course in clinical situations.

OCT 5340 – Scholarly Implementation **Hours: 2**

Focuses on the development, integration, and implementation of data collection skills and the evaluation of the quality and equity of data related to research design and methodology.

OCT 5355C – Clinical Applications of OT in Pediatrics/Adolescence **Hours: 5**

Presents the theory and rationale of competency-based assessments and interventions for physical, developmental, sensory integrative, perceptual/cognitive, and psychosocial dysfunctions as they apply to early lifespan development. Applies pediatric frames of reference to specific problems, including gross, fine and oral-motor skills; behavioral and social issues, handwriting, sensory integrative, visual, cognitive, and psychosocial problems within the framework of the multicultural family. Fieldwork Level I experiences integrate course content and clinical application.

OCT 5406C – Psychosocial Interventions **Hours: 4**

This course presents the theory and rationale of competency-based OT interventions for psychosocial dysfunctions across the lifespan (although greater focus is placed upon teenage through senescence populations). Students will apply the mental health frames of reference to specific dysfunctional, occupational issues, including but not limited to decreased process skills, poor social integration, failure to manage emotional and behavioral problems, failure to adapt to environmental situations, poor role and habit formation, etc. Client-centered interventions, group process, cultural sensitivity, and evidence-based practice lay the foundations for learning. This course also discusses the role of the OTA in mental health.

OCT 5410C – Clinical Applications in Adulthood **Hours: 5**

Presents the theory and rationale of evidence based assessment and intervention for physical, developmental, sensory, perceptual/cognitive, psychosocial, and neurological dysfunctions as they apply to middle lifespan. Fieldwork Level I experiences will integrate course content and clinical application.

OCT 5425C – Clinical Applications in Geriatrics **Hours: 5**

Presents the theory, rationale, and evidence supporting assessments and interventions with aging adults, including sensory, physical, perceptual/cognitive, and psychosocial dysfunctions as they apply to late lifespan. Fieldwork Level I experiences integrate course content with clinical application.

OCT 5430 – Scholarly Dissemination **Hours: 2**

Identifies potential avenues for the dissemination of the results of the project developed in the Scholarly Design course. Directions for future career research and potential resources are discussed, including processes for locating and securing grants.

OCT 5445C – OT Methods II: Orthotics, Prosthetics, and Modalities Hours: 3

Presents the theory and evidence-based clinical application of physical agent modalities, orthotics, and prosthetics. Emphasizes principles of differential diagnosis and wound/tissue healing when selecting and applying the appropriate physical agent modality. Focuses on the design and application of orthotic devices to enhance occupational performance and participation.

OCT 5550 – Fieldwork IIA Hours: 11

The first of two off-campus fieldwork experiences with an emphasis on the application of occupational therapy theory and skills acquired in the didactic coursework to a clinical setting. Students will demonstrate entry-level competency and standards of practice within this practice area. Weekly online interaction with faculty facilitates student learning through reflective practice.

OCT 5610C – Neurorehabilitation Interventions Hours: 4

This course presents the theory and rationale of competency-based occupational therapy and evidence-based interventions for clients with neurological deficits. Students will apply neurorehabilitation frames of reference, evaluation, and treatment to the specific problems limiting a client's independence in basic or instrumental activities of daily living. These limitations may include, tone, balance, strength, motor planning, sensory loss, dysphagia, cognitive/perceptual deficits, or psychosocial/behavioral problems.

OCT 5620C – Pediatric Interventions Hours: 4

This course presents the theory and rationale of competency-based OT and evidence-based intervention for physical, developmental, sensory integrative, perceptual/cognitive, and psychosocial dysfunctions as they apply to pediatrics. Students will apply pediatric frames of reference to specific problems, including gross, fine, and oral-motor skills; behavioral and social issues; handwriting; and sensory integrative, visual, cognitive, and psychosocial problems within the framework of the multicultural family. This course also discusses the role of the OTA in pediatrics.

OCT 5630C – Assistive Technology and Community Service Hours: 4

This course introduces the student to a variety of assistive technology (AT) devices and resources that promote independence after disability. Mobility, communication, environment, and activities-of-daily-living devices are covered. Students participate in numerous community outings that mirror the service learning model. Students are required to complete an environmental assessment on a patient in the community and construct an assistive technology device. Funding issues are discussed.

OCT 5660 – Fieldwork IIB **Hours: 11**

The second of two off-campus fieldwork experiences with an emphasis on the application of occupational therapy theory and skills mastered in IIA in a different clinical setting. Students will demonstrate entry-level competency and standards of practice within this second practice area. Includes weekly online interaction with faculty to facilitate student learning through reflective practice.

OCT 5701C – Orthotics and Prosthetics **Hours: 3**

This course introduces the principles of orthotics and upper extremity prosthetics. Students will design, fabricate, apply and fit orthotic devices used to enhance occupational performance and participation. Students will receive training in the use of prosthetic devices based on the scientific principles of kinesiology, biomechanics, and physics.

OCT 5801 – Foundations of Occupational Therapy **Hours: 3**

Students examine the historical foundation and philosophical base of occupational therapy. Current professional issues and health care trends are discussed in light of relevant social, economic, political, and multicultural factors. This course presents selected health professions and their current roles in the health care delivery system. It provides students with an orientation to occupational therapy and other health care professions through experiences emphasizing professional behavior and communication skills.

OCT 5802 – Fieldwork IA **Hours: 1**

This course is the first of two fieldwork courses which emphasizes clinical observation skills, documentation, and community service. Students participate in online course learning that highlights the importance of accurate and timely documentation and different documentation methods with an emphasis on SOAP note format. Students are placed in different OT settings depending on the students' backgrounds and interests. Students will develop mentoring relationships with health care professionals, observe/identify the OT process at each facility, document a selected individual's therapy session, and participate in reflective practice.

OCT 5803 – Fieldwork IB **Hours: 1**

This is the second of two fieldwork courses emphasizing clinical observation skills, documentation, and community service. In order to build upon the knowledge gained in Fieldwork IA, students participate in additional online course learning for occupational therapy documentation. Students will be placed in various OT settings depending upon the students' backgrounds, interests and Fieldwork IA assigned settings. During community service, students will work with a variety of professionals to introduce others to the potential roles/benefits of occupational therapy. Students will observe the OT process and document a selected individual's therapy session or will document an individual observation as well as participate in reflective practice.

OCT 5811 – Fieldwork IC – Mock Clinic **Hours: 2**

This course prepares students for their Fieldwork II experiences. It integrates occupational therapy theory and practice with clients in both traditional and nontraditional settings using information gained from all coursework. Using a mock clinic, the student will practice history taking and objective assessments with the client. From the information gathered in the subjective and objective evaluation, the student will develop problem lists, long-term and short-term goals, and implement a treatment plan with appropriate documentation for the setting.

OCT 5813 – Fieldwork IIA **Hours: 12**

Fieldwork IIA and IIB are full-time, off-campus fieldwork experiences with emphasis on the evaluation and intervention of clients in two different occupational therapy settings. Students will apply occupational therapy theory and skills acquired in the didactic coursework to clinical settings in a distance learning format. There will be weekly online interaction with the Academic Fieldwork Coordinator and/or an assigned occupational therapy faculty member. Faculty facilitate student learning through reflective practice, which takes place at a distance by means of independent study and online interaction. Each fieldwork rotation and online component will last 12 weeks.

OCT 5824 – Fieldwork IIB **Hours: 12**

Fieldwork IIA and IIB are full-time, off-campus fieldwork experiences with emphasis on the evaluation and intervention of clients in two different occupational therapy settings. Students will apply occupational therapy theory and skills acquired in the didactic coursework to clinical settings in a distance learning format. There will be weekly online interaction with the Academic Fieldwork Coordinator and/or an assigned occupational therapy faculty member. Faculty facilitate student learning through reflective practice, which takes place at a distance by means of independent study and online interaction. Each fieldwork rotation and online component will last 12 weeks.

OCT 6480 – Clinical Practice I **Hours: Variable**

Equivalent of 1 to 5 years' employment as an occupational therapist demonstrating practical application of occupational therapy skills and knowledge in a clinical setting. *This course is only offered to students with a bachelor's degree.*

OCT 6481 – Clinical Practice II **Hours: Variable**

Equivalent of 6 to 10 years of employment as an occupational therapist demonstrating practical application of occupational therapy skills and knowledge in a clinical setting.

OCT 6482 – Clinical Practice III **Hours: Variable**

Equivalent of 11 to 15 years of employment as an occupational therapist demonstrating practical application of occupational therapy skills and knowledge in a clinical setting.

OCT 7150 – Capstone I **Hours: 1**

This course represents a preparatory experience for Capstone II, which is the integration of the knowledge and skills appropriate to a student's specialty area. By developing a short proposal, students have an opportunity to reflect on learning achieved in the OTD program and the clinical/educational experiences related to their content learning in the program. The student is expected to summarize the topic and content of the capstone project. The students will review and apply professional writing skills in the proposal. Based on the suggested capstone topic, the student will be assigned a Faculty Advisor. This course is offered through an online distance education format.

OCT 7200 – Reflective Practice **Hours: 4**

This is a required course for those OTD students with an entry-level bachelor's degree. The purpose of this course is to allow a student to broaden and deepen his or her knowledge and understanding of the value of occupational therapy in today's changing world. The student will choose four modules and create a learning plan for each. The modules may include but are not limited to Theory, Historical Perspective of OT, Creating Evidence Based Practice, Experiential Learning, Alternative Therapy Exploration, Emerging Practice, International Health Care, Health Care Policy, Current Trends in Health Care, or a module proposed by the student based on experience and current clinical practice area. Each module will entail a literature review and paper/project that will be reflective of the students' current learning goals and will be guided by a OTD faculty member.

OCT 7250 – Research Applications to Clinical Practice **Hours: 3**

This course will broaden and deepen knowledge of occupational therapy theory and application in the real world. Students will utilize scientific literature to propose, implement, and evaluate the effectiveness of three approved projects within their practice setting using appropriate measures and producing a professional, scholarly proposal and evaluation.

OCT 7300 – Living with Autism: Facts, Etiology, and Impact on Occupations **Hours: 3**

This course will define the scope of Autism Spectrum Disorder (ASD), incidence, and proposed etiology. Common diagnostic tests, treatment approaches, and pharmaceuticals will be discussed. Occupational performance area deficits will be identified and contributory performance skills, patterns, and client factors reviewed. Evaluation tools and methods of ongoing assessment will be introduced. This elective, online course is designed as an interactive course, and there will be strong emphasis on cooperative learning. Occupational therapy doctoral students will examine the current research and diagnostic trends through scholarly articles, textbooks, websites and interactions with other classmates. Course material will be covered in two modules: Module 1: Definitions and Diagnostics; and Module 2: Impact of ASD upon Occupational Performance. During this course students will read materials by a variety of professionals and will explore etiology and assessment using evidence-based research articles.

OCT 7400 – Residency **Hours: 1**

Each student is required to make a presentation of his or her capstone project as well as a summary of his or her completed OTD learning goals. During the course, students will spend time working with their capstone advisors to complete the formal on-campus presentation of the capstone to a group of faculty and/or students the day of graduation.

OCT 7470 – Clinical Integration I **Hours: 7**

This course is the first of two courses that offers the working occupational therapist the opportunity to directly link his or her academic OTD program to his or her current clinical setting in order to broaden and deepen his or her knowledge of occupational therapy theory and application in the real world. Under advisement of a faculty member/mentor, students will propose, implement, and evaluate the effectiveness of three approved projects within their practice setting. Examples of projects may include program development, educational workshops, case studies, mastery of specialized clinical techniques, or professional leadership experiences at local, state, and national level. Each project must be of sufficient depth to warrant graduate credit but of reasonable breadth to be implemented and evaluated in a 2–3 week time frame. A manuscript detailing each project is required and will include the following: introduction, literature review, implementation, and evaluation. Graduate level writing, using APA format, is expected. Grading is on a pass/fail basis.

OCT 7471 – Clinical Integration II **Hours: 8**

This course is the second of two courses that offers the working occupational therapist the opportunity to directly link his or her academic OTD program to his or her current clinical setting in order to broaden and deepen his or her knowledge of occupational therapy theory and application in the real world. Under advisement of a faculty member/mentor, students will propose, implement and evaluate the effectiveness of three approved projects within their practice setting. Examples of projects may include program development, educational workshops, case studies, mastery of specialized clinical techniques, or professional leadership experiences at local, state, and national level. Each project must be of sufficient depth to warrant graduate credit but of reasonable breadth to be implemented and evaluated in a 2–3 week time frame. A manuscript detailing each project is required and will include the following: introduction, literature review, implementation, and evaluation. Graduate level writing, using APA format, is expected. Grading is on a pass/fail basis.

OCT 7495 – The Science of Occupation **Hours: 3**

This course is designed to orient the new student to the OTD program and provide an overview of the doctoral studies required at USA, all of which are foundationally based upon the concept of "occupation." The student will learn to analyze the theoretical tenets and terminology used in the science of occupational therapy, which will prepare the student for future coursework and success in the OTD program. The content in this course will assist the OTD student in analyzing frames of reference that focus on the science of occupation. As the student becomes familiar with the various ways the profession frames its models and theories the course will further analyze the concept of occupation both from within and from outside the profession of occupational therapy. The course provides a basis for analysis of occupation from a scientific perspective and assists the student in grounding occupation with practice. Finally the course facilitates higher-level thinking about the importance of occupationally based research and its relationship to the student's final capstone project.

OCT 7497 – Capstone Project **Hours: 4**

This course is an integration of the knowledge and skills appropriate to a student's specialty area. By applying theory and practice, students have the opportunity to explore an approach to the delivery of occupational therapy services. Under advisement of a faculty member, the student will complete a community service project, a Product Demonstrating Excellence (PDE), a clinical research project, or a case report. The project will involve a literature review, methodology design, project implementation, and data collection to measure the project's effectiveness. The results will be shared through a publishable article or written manuscript along with an oral presentation.

PHT 5006C – Massage and Soft Tissue Palpation **Hours: 1**

Course material emphasizes the development of skills necessary to perform massage to the spine and extremities. Physiological and psychological effects of massage are discussed. Indications, contraindications, and medicolegal aspects of massage are also discussed. Students are instructed in the theoretical basis for use of massage. Relevant research is discussed as well.

PHT 5103 – Critical Thinking II **Hours: 1**

This course combines instruction in clinical problem solving and critical thinking through the skills of problem synthesis, metacognition, clinical reasoning, and decision making. Patient cases are utilized to develop these skills. These skills are especially needed for the autonomous practitioner who practices in states with direct access to physical therapy. The material in this course builds on the critical thinking course from the first trimester

PHT 5132C – Musculoskeletal I: Orthopaedics **Hours: 4**

This course will be a presentation of the foundations of medical and physical therapy orthopaedics, including surgical and nonsurgical conditions. This course will emphasize the dysfunction philosophy as related primarily to extremity conditions and some spinal conditions. Examination and intervention methods will be introduced in lab session. Intervention approaches for different dysfunctions will be discussed. This course will be designed to follow the topics discussed in the Biomechanics class and complement the Therapeutic Exercise course. The material will be integrated and applied in Mock Clinic the third trimester. Examination, evaluation, and intervention of the extremities and spine will be further covered in the fifth trimester.

PHT 5133C – Musculoskeletal II: Mock Clinic **Hours: 3**

This course will integrate the theory and practice of examination of physical therapy patients with a musculoskeletal diagnosis. Through the use of a mock clinic, the student will learn and practice history taking during a patient interview, as well as practice tests and measurements through the 18 steps of a musculoskeletal examination. This course will build upon examination techniques learned in Skills and Procedures, Therapeutic Exercise I, and Musculoskeletal I, as well as applying the information instructed in Anatomy, Biomechanics, Pathology, Massage, and Physical Modalities. From the information gathered in the interview and physical examination, the student will exercise

diagnostic skills, practice prognostic and intervention prescribing skills, and document impairment lists, long-term and short-term goals, and intervention plans.

PHT 5134C – Musculoskeletal III: Advanced Extremity Examination, Evaluation, and Manipulation (E1) **Hours: 3**

This course emphasizes the interpretation of basic science knowledge and integration with the basic clinical skills needed to complete a differential evaluation of extremity dysfunction and proceed to treatment. Knowledge and principles of functional anatomy, biomechanics, and pathology are presented as an integrated concept related to clinical cases. The clinical content of the course includes differential examination, with special emphasis on palpatory techniques such as end-feel, and joint mobility testing and treatment. Critical thinking and problem solving are emphasized with specific clinical cases.

PHT 5135C – Musculoskeletal IV: Advanced Spinal Examination, Evaluation, and Manipulation (S1) **Hours: 3**

Course material emphasizes the development of the clinical knowledge and skill necessary to complete a differential spine examination and to plan and carry out effective interventions for spinal impairments. General principles of spinal functional anatomy, tissue and spinal joint biomechanics, and pathology are presented as well. Spine examination procedures covered in this course include structural assessment, active range of motion, palpation for position, condition and mobility (PIVM), neurovascular screening, and history taking and interpretation. This course will focus on the principles and techniques necessary to perform a competent physical therapy examination and intervention program for all spinal regions (except upper cervical spine), including thrust and non-thrust manipulations. When students return from their sixth trimester full-time clinical internships, the seventh trimester curriculum will continue to review and include more advanced physical therapy manipulation (thrust and non-thrust) technique options

PHT 5140C – Pediatric Physical Therapy **Hours: 2**

The normal development of gross motor skills will be reviewed and contrasted with abnormal development that occurs in the presence of various conditions and pathologies. The etiology and clinical features of common pediatric disorders not previously covered will be discussed. Basic methods of evaluation, assessment, clinical decision making, goal setting, and treatment in a variety of settings will be discussed. This course will include videotape patient analysis and laboratory experiences.

PHT 5143C – Neuromuscular I: Concepts and Evaluation **Hours: 3**

This course will examine the theoretical basis for evaluation and treatment of neurologic disorders. Historical perspectives will be explored with emphasis on current theories of motor control, motor learning, and skill acquisition. Neurologic evaluation techniques will be taught and practiced as well as specific assessment techniques for balance, mobility, and gait.

PHT 5145C – Neuromuscular II: Therapeutic Approaches **Hours: 3**

This course expands on previous knowledge learned in the Neuromuscular I course taught in trimester 3. Emphasis of this course is on learning treatment techniques for the resulting impairments and disabilities of the patient with neurologic injury. Emphasis will be placed on contemporary models of motor control, task analysis, and skill acquisition. Within this framework, specific treatment approaches including proprioceptive neuromuscular facilitation (PNF), Neurodevelopmental Treatment (NDT), Motor Relearning Program, and the task-oriented approaches will be taught. Management of the patient with spinal cord injury will also be a focus of this course.

PHT 5147C – Neuromuscular III: Advanced Evaluation and Interventions for the Adult **Hours: 2**

This course is an advanced assessment and treatment course for the adult neurologic client. This course is designed to integrate neurologic principles learned in previous courses, as well as instruction in advanced assessment and treatment techniques for the neurologically impaired client. Emphasis will be on lab experiences consisting of patient or video demonstration and task analysis, prioritizing patient problems, developing treatment/plans of care (including goal setting, discharge planning and referrals), and practice of techniques for varied neurologic clients of any age. Specific principles and applications of strength training, constraint-induced movement therapy, body-weight-supported treadmill training, mental imagery, orthotics, wheelchair prescription, and serial casting will be addressed. In addition, students will discuss evidence-based practice for the patient with a neurologic disorder and critically analyze selected journal articles.

PHT 5150 – Pathophysiology **Hours: 4**

Focuses on the concepts of medical physiology and pathology. Emphasizes normal human physiology, and the etiology, pathogenesis, and clinical manifestations of specific diseases.

PHT 5155 – Physical Therapist Practice I **Hours: 3**

Examines the history, practice, and profession of physical therapy across the health care delivery system. Topics include professional behaviors, cultural competence, communication and interpersonal skills, professional association, legal and ethical issues, and documentation.

PHT 5160C – Soft Tissue Interventions I **Hours: 1**

Emphasizes the development of skills necessary to perform soft tissue mobilization to the spine and extremities. Physiological and psychological effects, indications, contraindications and medico-legal aspects of massage are covered.

PHT 5220C – Gross Anatomy II **Hours: 4**

Covers fundamentals of the structure, function and interrelationship of major body systems and regions (lower extremity, back, abdomen, and pelvis). Microscopic anatomy is included.

PHT 5225C – Physical Modalities/Integumentary **Hours: 4**

This course is designed to prepare the student in the theory and clinical application of physical modalities. The physical principles and biophysical effects of cryotherapy, heat, ultrasound, electrical currents, water, and debridement are presented as they relate to treatment for indicated pathological conditions. Emphasis upon the principles of differential diagnosis are to be used in the selection/recommendation and application of appropriate physical agents. In addition, the care and treatment of wounds and burns is included.

PHT 5226C – Applied Anatomy II **Hours: 1**

Applies knowledge of human body structure and function to develop and apply basic therapy assessment skills for the lower extremities, pelvis, and lumbar spine.

PHT 5230C – Biomechanics **Hours: 4**

Focuses on the neuromusculoskeletal biomechanics of normal human movement. Analyses of forces, kinematics, and control mechanisms of human movement are studied as the foundation for assessment and treatment planning related to posture, gait, and functional activities.

PHT 5234C – General Therapeutic Exercise I **Hours: 4**

This course is an introduction to therapeutic exercises and evaluation skills. The primary focus will be musculoskeletal dysfunctions arising from neuro, orthopaedic, or disease conditions. This course will be an application of principles covered in Biomechanics and will dove-tail into concepts covered in Musculoskeletal I: Orthopaedics.

PHT 5236C – Therapeutic Exercise II **Hours: 3**

This course is an continuation of Therapeutic Exercise I. Course content will dove-tail with and build upon topics previously presented in Therapeutic Exercise I. Prerequisites include Therapeutic Exercise I, Musculoskeletal I, Biomechanics, or dual degree status and completion of all previous coursework. Potential topics to be covered include aquatic physical therapy, eccentrics and plyometrics, functional strengthening, functional capacity evaluations, spine stabilization, patellar/scapular taping, and neuromobilization.

PHT 5240 – Imaging **Hours: 2**

Covers various medical imaging modalities and their applications in rehabilitation. Includes guidelines for selection and interpretation of imaging studies and legal and ethical considerations of imaging in clinical practice.

PHT 5243 – Neuromuscular Examination, Evaluation, and Intervention **Hours: 2**

This course is designed for the dual degree student entering the physical therapy component of the second degree program. This course builds on neurologic examination and treatment skills already learned in the OT curriculum. The student will explore topics more specific to the physical therapy profession and ready them for the Neuromuscular III course: Advanced Evaluation and Intervention. Topics taught include treatment theories including the Motor Relearning Program and the task-oriented approach, and examination and treatment of the postural control system and gait. Students will also perform a mock physical therapy evaluation and practice lab activities specific to concept from PHT 5143C and PHT 5145C not covered in the OT curriculum (i.e., NDT techniques for balance and gait and PNF patterns and techniques for gait, the trunk, and the lower extremities). This course will assist in transitioning the dual student from the OT curriculum to the PT curriculum and the role of the physical therapist in neurologic rehabilitation.

PHT 5245C – Movement Science I **Hours: 4**

Applies motor control, motor learning theory, and concepts of kinesiology to the examination of and interventions for human movement system functions and dysfunctions. Emphasizes the design and implementation of therapeutic interventions to various patient/client populations.

PHT 5250C – Musculoskeletal I: Introduction to Orthopedic Physical Therapy **Hours: 4**

Covers the principles and concepts of clinical reasoning based on the patient management and ICF models relevant to the management of the musculoskeletal client/patient. Comprehension and skills related to examination and intervention of musculoskeletal conditions are developed.

PHT 5315C – Neuromuscular I: Concepts and Examination **Hours: 3**

Applies evidence-based theories of motor control and a task-oriented approach to guide the neurologic examination process. Development of clinical decision making and psychomotor skills to examine patients with common neurologic disorders is emphasized.

PHT 5345C – Movement Science II **Hours: 4**

Further explores human movement with an emphasis on clinical outcomes and evidence-informed practice in rehabilitation. Development of advanced skills in clinical reasoning, examination, and interventions to enhance motor control in various patient/client populations.

PHT 5350C – Musculoskeletal II: Extremity **Hours: 3**

Application of basic science knowledge and clinical reasoning principles using the patient management/ICF model framework on musculoskeletal dysfunctions of the upper and lower extremity. Psychomotor examination and intervention skills are developed in the management of patients/clients with musculoskeletal dysfunctions affecting the extremities.

PHT 5360 – Differential Diagnosis **Hours: 2**

Introduces clinical reasoning as it relates to patient screening and differential diagnosis within the patient/client management model. Focuses on specific tools and a systematic process for identifying potential flags that could signal specific diseases and syndromes and the need for referral and communication with other health care providers.

PHT 5375 – Pharmacology **Hours: 2**

Introduces basic pharmacology concepts including methods of drug administration, absorption, distribution, storage, and elimination. Classes of drugs commonly used by patients receiving rehabilitation services are covered in terms of indications and contraindications, therapeutic effects and mechanisms, and side effects. Pharmacokinetic variables and how altered drug disposition may impact patients receiving physical rehabilitation are emphasized.

PHT 5405 – Psychosocial and Ethical Aspects of Physical Therapy **Hours: 3**

Students in this course explore how psychosocial and ethical issues are related to and impact the practice of physical therapy (PT). This course facilitates the students' use of tools to analyze and respond to ethical dilemmas, and teaches students how to integrate psychological treatments into the practice of PT to enhance patients' outcomes. Specific issues, including chemical dependency, domestic violence, chronic conditions and grief, and pain are also addressed and applied to the practice of PT. The prerequisite is Research I or permission of the professor.

PHT 5415C – Neuromuscular II: Evidence in Interventions **Hours: 3**

Focuses on the physical therapy management of adults with neurologic health conditions with an emphasis on interventions to promote positive neuroplastic changes utilizing a functional task-oriented approach with the integration of evidence-based outcome measures to inform the patient management process.

PHT 5420C – Cardiovascular and Pulmonary Physical Therapy **Hours: 3**

Focuses on the role of the physical therapist as part of the interprofessional health care team in the prevention and management of common cardiovascular and pulmonary conditions across the continuum of care. Development of screening, examination, evaluation, and intervention skills is emphasized.

PHT 5430C – Patient Care Management II **Hours: 3**

Emphasizes an interprofessional approach to the physical therapy management of patients with medical and surgical conditions in acute and post-acute care settings with application of clinical reasoning and the patient/client management model using case based learning.

PHT 5435C – Biophysical Agents **Hours: 2**

Focuses on the theory and application of physical, mechanical, and electrical modalities with emphasis on the principles of differential diagnosis in the selection, recommendation, and application of appropriate biophysical agents.

PHT 5440 – Physical Therapy for the Integumentary and Lymphatic Systems **Hours: 1**

Applies knowledge of anatomy and pathophysiology to the examination, evaluation, and delivery of interventions for patients with integumentary and lymphatic pathologies.

PHT 5450C – Musculoskeletal III: Spine **Hours: 3**

Application of basic science knowledge and clinical reasoning principles using the patient management/ICF model framework to musculoskeletal dysfunctions of the spine. Psychomotor examination and intervention skills developed in the management of patients/clients with musculoskeletal dysfunctions affecting the spine.

PHT 5455 – Physical Therapy Practice II **Hours: 3**

Further develops skills in documentation, professionalism, and critical thinking skills in physical therapy. Topics include documentation, supervision of support personnel, teaching techniques, self-reflection, conflict management, interprofessional collaboration, professional communication, risk management, reimbursement, advocacy, and ethics.

PHT 5525C – Prosthetics, Orthotics, and Assistive Technology **Hours: 3**

Examines the physical therapist's role on an interprofessional team member to determine patient need, prescribe, fabricate, obtain, train in use of, and evaluate effectiveness of orthotics, prosthetics, and assistive technology. Emphasizes physical therapy management of patients/clients with lower extremity amputation.

PHT 5530C – Patient Care Management III **Hours: 3**

Emphasizes an interprofessional approach to the physical therapy management of patients with conditions limiting activity and participation in outpatient and community-based settings with application of clinical reasoning and the patient/client management model using case based learning.

PHT 5535 – Evidence-Informed Practice II **Hours: 2**

Further prepares students to apply the best available evidence to clinical practice with emphasis on appraising the quality of research and its influence on clinical decision making in physical therapy.

PHT 5550C – Soft Tissue Interventions II **Hours: 2**

Examination, evaluation, and interventions for soft tissues from a manual therapy approach. Explores the relationship between soft-tissue structures and joint mechanics. Introduces myofascial trigger point dry needling and pain science concepts related to soft-tissue interventions.

PHT 5570 – Internship I **Hours: 6**

A 6-week, full-time, integrated clinical experience in which the student begins to apply didactic knowledge, professional practice skills, and patient management skills in the clinical setting under the direct supervision of a licensed physical therapist.

PHT 5610C – Pediatric Physical Therapy **Hours: 3**

Applies evidence-based approach to physical therapy examination, evaluation, diagnosis, prognosis, intervention, and discharge planning for pediatric clients across all settings. Emphasis will be placed on child- and family-centered care that includes planning for lifelong challenges.

PHT 5615C – Neuromuscular III: Advanced Examination and Intervention **Hours: 3**

Advanced, evidence-informed examination and patient management knowledge and skills are applied to specialty areas of neurologic physical therapy and to adults with common and rare neurologic health conditions.

PHT 5620C – Geriatric Physical Therapy **Hours: 3**

Covers the role of the physical therapist within the interprofessional health care team for the aging adult. Evidence-informed and ethical decision making is emphasized in promoting health, wellness, and quality of life for aging patients and clients.

PHT 5650C – Musculoskeletal IV: Clinical Reasoning **Hours: 3**

Promotes the synthesis of previous coursework to musculoskeletal simulated clinical situations to facilitate appropriate patient/client management decisions.

PHT 5702C – Prosthetics **Hours: 1**

This course focuses on the rehabilitation management of lower-extremity amputations and prosthetics. Basic components include types of prosthetics, fitting, patient care, utilization, exercise programs, gait analysis, and training, as well as psychosocial components, preventive care issues, and medical management considerations.

PHT 5713C – Cardiovascular and Pulmonary Rehabilitation **Hours: 2**

This course begins with an overview of the cardiopulmonary system, reviewing cardiopulmonary anatomy and physiology. It addresses the scientific basis of cardiopulmonary dysfunction and

pathologies, following with the relevant clinical implications for treatment. Diagnostic testing, lines, tubes, surgical procedures, and assessment techniques are discussed as they influence physical therapy interventions. Physical therapy interventions, such as exercise testing/prescription, postural drainage, percussion, inspiratory training and rehabilitation team participation, are presented. Furthermore, these inventions are discussed across the continuum of care including acute (ICU, ER, CCU), rehabilitation, outpatient, skilled nursing, and home health settings with emphasis on screening, evaluating, and treating patients.

PHT 5770 – Internship II **Hours: 11**

12-week clinical experience in which students apply physical therapy knowledge and skills in a clinical setting under the direct supervision of a licensed physical therapist to progress toward entry-level professional practice and patient management.

PHT 5780 – Knowledge Translation for Clinical Practice **Hours: 1**

Focuses on the review and synthesis of all DPT program courses to sharpen clinical problem solving and clinical reasoning ability in preparation for final internships.

PHT 5801 – PT Practice I and II for Dual **Hours: 1**

This course includes a study of the profession of physical therapy (PT) in the health care delivery system. Students will examine historical foundations and their professional association. Students will receive an introduction to the *Guide to Physical Therapist Practice* and its purpose and use in the practice of PT. Students will review the functional outcome approach to documentation with an integration of SOAP note format. This course is a component of the clinical education program and abides by all policies and procedures for clinical internship experiences as outlined in the Clinical Education section of the University's Student Handbook.

PHT 5802 – Physical Therapist Practice I **Hours: 2**

This course includes a study of the profession of physical therapy (PT) in the health care delivery system. Students will examine historical foundations and their professional association. Students will be oriented to the practice of PT across various practice settings. Professional behaviors, communication skills, and interpersonal skills will be presented with emphasis on clinical application. Students will receive an introduction to the *Guide to Physical Therapist Practice* and its purpose and use in the practice of PT. Students will learn the functional outcome approach to documentation with an integration of SOAP note format.

PHT 5805 – Physical Therapist Practice II **Hours: 2**

This course expands on instruction from PHT 5802, Physical Therapist Practice I, in the areas of patient/client management, PT documentation, and jurisprudence. Reimbursement issues, communication with other health care professionals, supervision, patient screening, and risk management across practice settings will be presented. Application of the concepts of patient-

practitioner interaction, discharge planning, and standardized outcome measures will be provided. The roles of various health care practitioners will be discussed.

PHT 5809 – Exit Exam **Hours: 1**

This course consists of written, oral, and practical examinations to demonstrate competence in clinical skills.

PHT 5813 – Internship I **Hours: 7**

This course is divided into two parts and is the first of a three-part series of clinical internships. The first half of Internship I will consist of a seminar dealing with the course objectives 1–8. During the second half of Internship I, students will be away from campus and assigned to a clinical facility for 7 weeks. The clinical setting will be either an acute care hospital or an acute care/outpatient mix facility. The Clinical Performance Instrument (CPI) developed by APTA is the current grading tool for physical therapy students during their clinical internships.

PHT 5824 – Internship II **Hours: 8**

This is the second full-time clinical experience in which the student will be provided the opportunity to apply the theory and skills acquired in the didactic coursework within the clinical setting. This internship will last 8 weeks and is considered a second stage in the cumulative process of obtaining competency in clinical skills. The Clinical Performance Instrument (CPI) developed by APTA is the current grading tool for physical therapy students during their clinical internships.

PHT 5828 – Internship III **Hours: 8**

This is the third and final full-time clinical experience in which the student will be provided the opportunity to apply the theory and skills acquired in the didactic coursework within the clinical setting. This internship will last 8 weeks and is considered a next stage in the cumulative process of obtaining competency in clinical skills. The Clinical Performance Instrument (CPI) developed by APTA is the current grading tool for physical therapy students during their clinical internships.

PHT 5830 – Elective Internship IV **Hours: 1–8**

This is an elective full-time clinical experience in which the student will be provided the opportunity to apply the theory and skills acquired in the didactic coursework within the clinical setting. Clinical opportunities may include but are not limited to specialized settings, such as women's health, military, or dance. Traditional settings such as orthopedics, neurorehab, or acute care may also be available. This internship consists of at least 40 hours per week and is considered the final stage in the cumulative process of obtaining competency in clinical skills. Students interested in this elective clinical internship must apply prior to their sixth trimester.

PHT 5835 – Evidence Informed Practice III **Hours: 1**

Includes development of a written case report of a patient from Internship II or III integrating the principles of scholarly inquiry covered in Evidence Informed Practice I and II.

PHT 5870 – Internship III **Hours: 11**

12-week, full-time, terminal clinical experience in which the student applies and integrates physical therapy knowledge and skills in a clinical setting under the direct supervision of a licensed physical therapist to develop entry-level competency in professional practice and patient management.

PHT 5900 – Locomotor Training for the Neurologic Patient **Hours: 2**

This course will provide the clinical application of previously learned knowledge with regards to the neural control of walking and the recovery of walking. Students will develop manual facilitation techniques to deliver locomotor training with partial body weight support on a treadmill to adults with various neurologic health conditions. Students will also engage patients in over ground gait training and become proficient in performing outcome measures to show change in response to the locomotor training.

PHT 5906 – Research II: Proposal Development **Hours: 3**

This course is designed to prepare the students as critical and effective consumers of research. The course will expose students to (a) the analysis of elements of the scientific process namely processes involved in the development of the introduction, literature review, methods, results, discussion, and the abstract, and (b) the application of the scientific process in various categories of scientific reports (the case reports, single case study experimental design, as well as traditional experimental methods). Specific guidelines will be used to analyze and comment on identified scientific papers. The use of the scientific process in writing case reports will be emphasized.

PHT 5907 – Research III: Patient Case Report **Hours: 1**

This course applies information covered on case reports in Research II. Students are expected to gather necessary information during either Internship II or III to write a clear and professional case report following the guidelines given in Research II. Students are expected to integrate and critique related scholarly literature with taught and actual patient management knowledge/skills gained in the classroom and on internships.

PHT 6030 – Consultation, Screening, and Delegation **Hours: 1**

This course covers the role of the physical therapist in client-related consultation, screening of patients, and direction and supervision of support personnel in physical therapy.

PHT 6032 – Cognition and Perception **Hours: 1**

In this online course the student will examine cognitive and perception disturbances and be able to accurately assess, interpret findings, set realistic goals, and plan appropriate interventions for patients/clients with these disturbances.

PHT 6033 – Basic Assessment and Intervention of Integument **Hours: 1**

In this course students will explore the role of the physical therapist in screening, prevention, and management of selected disorders of the integumentary system.

PHT 6035 – Professionalism: Legal and Ethical Issues in Physical Therapy **Hours: 2**

This course includes topics related to physical therapy professionalism, ethics, legal issues and jurisprudence, and Medicare and Medicaid reimbursement, fraud, and abuse.

PHT 6037 – Environmental Barriers **Hours: 1**

In this course students will explore environmental barriers that may impact patients/clients and design interventions and modifications to improve mobility and safety.

PHT 6038 – The Physical Therapist as Educator **Hours: 2**

This course examines the role of the physical therapist as an educator of patients, caregivers, students, and other health care providers.

PHT 6102 – Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2) **Hours: 2**

Anatomy and biomechanics of the areas are discussed. Review and modification of techniques from S1, along with the instruction of additional techniques, are provided. An in-depth presentation on the syndromes of the lumbar spine and their treatment is included. The utilization of biomechanical and anatomical principles for the enhancement of patient care through manipulation and exercise is emphasized, as is the patient's role in his or her own welfare. Prerequisites for this course are successful completion of PHT 5135C and the CPE seminar "Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2)," offered by the University.

PHT 6103 – Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3) **Hours: 2**

Anatomy and biomechanics of the craniofacial, cervical and upper thoracic spine areas are discussed. Several techniques from S1 are reviewed along with modifications and instructions of additional techniques are provided. An in-depth presentation on the syndromes of the cervical spine, sub-cranial and thoracic outlet is included. The student has the opportunity to explore the classification of headaches and current treatment approaches. The utilization of biomechanical and anatomical principles for the enhancement of patient care through manipulation and exercise is emphasized, as is the patient's role in his or her own welfare. Prerequisites are completion of PHT 5135C and the CPE seminar "Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3)," offered by the University.

PHT 6104 – Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4) **Hours: 2**

This course emphasizes the application of basic sciences to clinical examination and treatment skills, management policies, and supportive services for dysfunction of the pelvic region. Instruction in advanced technical and decision-making skills for the evaluation and treatment of pelvic dysfunction is provided. Prerequisites are completion of PHT 5135C and the CPE seminar "Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4)," offered by the University.

PHT 6111 – Extremity Evaluation (E2) **Hours: 2**

Based on the E2 Extremity Integration Seminar, this online course for the DPT program extends the content of the seminar to the application and analysis level of learning of peripheral and spinal joint and soft tissue integration for examination, evaluation, and intervention. Clinical decision-making strategies and tactics, based on principles of clinical management, are strengthened through the use of selected readings for this course. Prerequisites are completion of PHT 5134C and the CPE seminar "Extremity Integration (E2)," offered by the University.

PHT 6120 – Myofascial Manipulation (MF1) **Hours: 2**

This course deals with the evaluation and treatment techniques of myofascial tissue. The emphasis is placed on the relationship of the soft tissue structures to the joints/mechanics of the spine. Principles of functional anatomy, posture, soft-tissue anatomy, both normal and pathological, biomechanics of soft tissue, and treatment principles are presented. A variety of treatment techniques are also presented, including an introduction to myofascial trigger-point dry needling. A prerequisite is completion of the CPE seminar "Myofascial Manipulation (MF1)," offered by the University.

PHT 6303 – Imaging for Physical Therapy **Hours: 2**

This course provides a broad background reading plain-film radiographs and in the radiographic presentation of commonly occurring dysfunctions of the spine, temporomandibular joint, pelvis, and extremities. The basics of MRI, CT, and ultrasound scanning will be covered. Special emphasis is placed on the clinical application of diagnostic imaging findings to orthopaedic physical therapy.

PHT 6402 – Clinical Triage **Hours: 1**

Clinical Triage offers a 40-hour experience to develop screening and management skills for the neuro-musculoskeletal patient in a primary care setting. This is an opportunity for physical therapists to shadow the health care practitioner while observing the integration of history and physical, lab results, radiographs, and medications in the typical primary care practice. This experience would allow the physical therapist to practice screening and history taking under the supervision of a physician. It provides the opportunity to improve communication between physicians, physical therapists, and staff (i.e. physician assistants, RN's, LPN's, and nurse practitioners).

PHT 6460 – Musculoskeletal Clinical Integration **Hours: 3**

This course is an integration of the knowledge and skills appropriate to orthopaedic/manual physical therapy practice. By applying theory and practice, students have the opportunity to perform and observe examination, evaluation, and intervention of various orthopaedic conditions in a clinical setting. Students will participate in discussions with faculty supervisors and fellow students regarding findings, impressions, and management of orthopaedic cases seen in the student clinic; document their experiences in chart and journal format; and demonstrate appropriate clinical behavior/performance as outlined in the Generic Abilities Criteria. Students will also demonstrate appropriate mastery of psychomotor learning/skills based on completion of the Basic Competency Checklist. Under advisement of a faculty member, the student will identify unique and significant problems in clinical treatment and develop one written patient case report and present a case orally to peers.

PHT 6461 – Musculoskeletal Clinical Integration **Hours: 2**

This course is an integration of the knowledge and skills appropriate to orthopaedic/manual physical therapy practice. By applying theory and practice, students have the opportunity to perform and observe examination, evaluation, and intervention of various orthopaedic conditions in a clinical setting. Students will participate in discussions with faculty supervisors and fellow students regarding findings, impressions, and management of orthopaedic cases seen in the student clinic; document their experiences in chart and journal format; and demonstrate appropriate clinical behavior/performance as outlined in the Generic Abilities Criteria. Students will also demonstrate appropriate mastery of psychomotor learning/skills based on completion of the Basic Competency Checklist. Under advisement of a faculty member, the student will identify unique and significant problems in clinical treatment and develop one written patient case report and present a case orally to peers. Students may be able to observe various procedures, surgeries, and consultations performed by physicians in the community.

PHT 6480 – Clinical Practice I **Hours: 6**

The equivalent of 1 year of employment as a physical therapist demonstrating practical application of physical therapist knowledge and skills in a clinical setting. *This course is available only to students whose highest earned degree is at the baccalaureate level.*

PHT 6481 – Clinical Practice II **Hours: 8**

The equivalent of 1 year of employment as a physical therapist demonstrating practical application of physical therapist knowledge and skills in a clinical setting. The prerequisite for this course is PHT 6480.

PHT 6482 – Clinical Practice III **Hours: 8**

The equivalent of 1 year of employment as a physical therapist demonstrating practical application of physical therapist knowledge and skills in a clinical setting. The prerequisite for this course is PHT 6481.

PHT 6483 – Clinical Practice IV **Hours: 8**

The equivalent of 1 year of employment as a physical therapist demonstrating practical application of physical therapist knowledge and skills in a clinical setting. The prerequisite for this course is PHT 6482.

PHT 6484 – Clinical Practice V **Hours: 8**

The equivalent of 1 year of employment as a physical therapist demonstrating practical application of physical therapist knowledge and skills in a clinical setting. The prerequisite for this course is PHT 6483.

PHT 6485 – Clinical Practice VI **Hours: 2**

The equivalent of 1 year of employment as a physical therapist demonstrating practical application of physical therapist knowledge and skills in a clinical setting. *This course is available only to students whose highest earned degree is at the master's level.*

PHT 6498 – Clinical Residency **Hours: 5**

Clinical Residency is a 1,500-hour, 9-month patient-care experience under the immediate supervision of an approved mentor at a University-approved clinical residency site. Clinical Residency provides an opportunity for intimate sharing of knowledge and refinement of the application of clinical skill and decision making. It serves as an invaluable step in the process of professional development in the student's area of specialty. The student develops residency objectives prior to the experience, attends the residency, and completes 200 hours of defined educational activities. As a prerequisite, the student is recommended to attend at least two required seminars toward the selected certification track.

PHT 7050 – Preparation/Certification in Sports Physical Therapy **Hours: 3**

Students review course material covering each area in the prerequisite courses. The instructors also present any updated information where appropriate. Students will receive preparation and testing on the St. Augustine, Florida, campus for basic science and spinal and extremity joint manipulation. Review and testing of seminar content taught by North American Sports Medicine Institute will occur at a date and time established by that organization. Written, oral, and practical examinations are given to test retention, comprehension, and applications of the teaching in each of the required courses.

PHT 7115 – Introduction to Primary Care **Hours: 2**

This course explores topics related to the provision of physical therapy services in a variety of direct access environments. Pharmacology, imaging, and differential diagnosis for the physical therapist are introduced. Practice management will be examined, including reimbursement issues, marketing, communication, and ethical and legal considerations.

PHT 7201 – Introduction to Spinal Evaluation and Manipulation (S1) **Hours: 3**

This course discusses basic science principles and develops clinical skills needed to complete a differential evaluation and proceed to effective treatment of spinal dysfunction. General principles of functional anatomy, tissue and joint biomechanics, and pathology are presented. Online discussions will encompass relevant research and clinical application. A prerequisite is completion of the CPE seminar "Introduction to Spinal Evaluation and Manipulation (S1)," offered by the University.

PHT 7202 – Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2) **Hours: 2**

Anatomy and biomechanics of the pelvis, lumbar and thoracic spine are discussed in the online coursework associated with the live version of this seminar. Review and modification of techniques from S1, along with the instruction of additional techniques, are provided. An in-depth presentation on the syndromes of the lumbar spine and their treatment is instructed. The utilization of biomechanical and anatomical principles for the enhancement of patient care through manipulation and exercise is emphasized, as is the patient's role in his or her own welfare. Prerequisites are completion of PHT 7201 and the CPE seminar "Advanced Evaluation and Manipulation of the Pelvis, Lumbar and Thoracic Spine (S2)," offered by the University.

PHT 7203 – Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3) **Hours: 3**

This course discusses basic science principles and develops clinical skills needed to complete a differential examination and proceed to effective intervention of cranial, cervical, and upper thoracic spinal impairments. General principles of functional anatomy, tissue and joint biomechanics, and pathology/syndromes are presented. Online discussions will encompass relevant research and clinical application. Prerequisites are completion of PHT 7201 and the CPE seminar "Advanced Evaluation and Manipulation of the Craniofacial, Cervical and Upper Thoracic Spine (S3)," offered by the University.

PHT 7204 – Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4) **Hours: 2**

This is an online course that explores the physical therapist's role in the evaluation and treatment of the lumbo-pelvic-hip system. The latest research in the biomechanics of the pelvic girdle is presented as well as a biomechanical and neurophysiological approach to the lumbo-pelvic-hip complex. The discussion of patient examination has an evidenced based focus. Topic areas include functional anatomy, biomechanics of the sacroiliac and pubic joints, selected pathologies, and

dysfunctions. Clinical evaluation and treatment methods are demonstrated through the use of video clips. Prerequisites are completion of PHT 7201 and the CPE seminar "Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex (S4)," offered by the University.

PHT 7211 – Extremity Integration (E2) **Hours: 2**

Based on the E2 Extremity Integration Seminar, this online course for the DPT program extends the content of the seminar to the application and analysis level of learning of peripheral and spinal joint and soft tissue integration for examination, evaluation, and intervention. Clinical decision-making strategies and tactics, based on principles of clinical management, are strengthened through the use of selected readings required for this course and application to patient cases. Prerequisites are completion of HSC 7210 and the CPE seminar "Extremity Integration (E2)," offered by the University.

PHT 7220 – Myofascial Manipulation (MF1) **Hours: 3**

This course deals with the evaluation and treatment techniques of myofascial manipulation. The emphasis is placed on the relationship of the soft tissue structures to the mechanics of the spine. Principles of functional anatomy, posture, soft tissue anatomy, both normal and pathological, biomechanics of soft tissue, and treatment principles are presented. A prerequisite is completion of the CPE seminar "Myofascial Manipulation (MF1)," offered by the University.

PHT 7250 – Preparation/Certification in Manual Therapy **Hours: 3**

A 6-day lecture and lab review course is conducted at the University of St. Augustine campuses covering each of the prerequisite courses of basic sciences, spinal and extremity joint evaluation and treatment, and soft tissue manipulation. The instructors also present an update on information as needed. On the fifth day, a three-hour multiple-choice examination is conducted. On the sixth day each student receives four to five 20-minute oral/practical examinations to test retention, comprehension, and applied skills. A seventh day may be added for those late registrants the University could not examine on the sixth day.

PHT 7331 – Evaluation and Treatment of the Craniomandibular System (CF1) **Hours: 2**

This is an online course that explores the physical therapist's role in the evaluation and treatment of the craniomandibular system. Normal cranial and cervical postural functions contribute significantly to the function of the temporomandibular articulations and to dental occlusal. The emphasis of the course is on the relationships of these various components of the craniomandibular system. The DHSc student will be responsible to complete additional assignments.

PHT 7332 – Intermediate Craniofacial (CF2) **Hours: 3**

This is an online course that focuses on the etiology of craniofacial pain and pathology affecting the TMJ and related structures. Furthermore, since this is the first of three advanced courses on craniofacial pain, we will review and expand on the anatomy of the craniomandibular system, as

well as exploring conventional radiography and advanced imaging for this area. The emphasis of the course is on understanding the etiological complexities of craniofacial pain and the place of the physical therapist in its treatment.

PHT 7333 – Advanced Craniofacial (CF3) **Hours: 3**

This is an online course that focuses on the examination and treatment of craniofacial pain. The examination process, interview, observation, and physical examination is discussed in detail, with emphasis on reliability and validity of its various parts. Treatment is discussed, with a focus on the craniocervical junction and on patient management. Additional topics in this course include an in-depth coverage of headaches and diagnostic classifications. The DHSc students will be responsible for additional assignments.

PHT 7334 – State of the Art Craniofacial **Hours: 1**

This online course focuses on the examination and treatment of patients with craniofacial pain and temporomandibular disorders that are managed with dental appliances and surgical interventions. It covers oral/maxillofacial surgery and orthognathic surgery, as well as interventions for internal temporomandibular derangement. Preoperative and postoperative treatments are discussed with emphasis on clinical decision making based on the current literature. The DHSc student will be responsible for additional assignments.

PHT 7350 – Preparation/Certification in Craniofacial Mandibular **Hours: 3**

Certification preparation and testing is 5 days in duration. The week includes review and updates in all craniofacial areas including basic science, spinal, sub-cranial, and TMJ examination and treatment techniques. Tests include oral, practical, and written exams.

PHT 7470 – Clinical Integration I: Reflective Practice **Hours: 8**

The purpose of this course is to broaden and deepen the students' knowledge and understanding of the value of physical therapy and utilize reflective self-assessments of their current professional development. Students will perform self-reflection activities and develop a learning plan and outcomes to guide them throughout the remainder of their educational program. The students will be engaged in full time PT practice where they will have the opportunity to apply the theory and skills acquired in their didactic coursework within the clinical setting and reflect and discuss their growth.

PHT 7472 – Clinical Integration II: Lifelong Learning/Continuing Competence **Hours: 8**

The purpose of this course is to broaden and deepen the students' knowledge and understanding of the value of physical therapy and the importance of lifelong learning and how continuing competence can be exhibited within the profession. The students will utilize reflective practice of their current and past professional development. Students will perform self-reflection activities and analysis of professional skill levels. The students will be engaged in full time PT practice where

they will have the opportunity to apply the theory and skills acquired in their didactic coursework within the clinical setting and reflect and discuss their growth.

PHT 7473 – Clinical Integration III: Teaching Strategies **Hours: 8**

This purpose of this course is to broaden and deepen the students' knowledge and understanding of th value of physical therapy and the critical role that teaching plays. This includes the teaching/instructing we do to patients, caregivers, colleagues, and other health care workers, and how we can improve our skill and expertise. The students will be engaged in full-time PT practice where they will have the opportunity to apply the theory and skills acquired in their didactic coursework within the clinical setting and reflect and discuss their growth.

PHT 7474 – Clinical Integration IV: Leadership **Hours: 8**

The purpose of this course is to broaden and deepen the students' knowledge and understanding of the value of physical therapy and the critical role that we have in leadership within our profession and within autonomous practice within our health care system. Leadership strategies and opportunities will be discussed and students will reflect on their experiences and develop a plan for their future professional development in this area. The students will be engaged in full-time PT practice where they will have the opportunity to apply the theory and skills acquired in their didactic coursework within the clinical setting and reflect and discuss their growth.

PHT 7475 – Clinical Integration V: Mentoring in Physical Therapy Practice **Hours: 6**

The purpose of this course is to broaden and deepen the students' knowledge and understanding of the value of physical therapy and the critical role that mentoring plays within our profession. Mentoring roles and the mentoring relationship will be discussed and students will reflect on their experiences and how they can develop skills in this area. The students will be engaged in full-time PT practice where they will have the opportunity to apply the theory and skills acquired in their didactic coursework within the clinical setting and reflect and discuss their growth.

PHT 7496 – Capstone Project I **Hours: 1**

This is an integration of the knowledge and skills appropriate to a student's specialty area. By developing a short proposal, students have an opportunity to reflect on learning achieved in the DPT program and the clinical education experiences related to their content learning in the program. The student is expected to summarize the topic and content of the capstone project. The students will review and apply professional writing skills in the proposal. Based on the suggested capstone topic, the student will be assigned a Faculty Advisor. This course is offered through a distance education format. Capstone Project I is a prerequisite for Capstone Project II.

PHT 7497 – Capstone Project II **Hours: 4**

This is an integration of the knowledge and skills appropriate to a student's specialty area. By applying theory and practice, students have the opportunity to explore various approaches in the

delivery of rehabilitation services. Under advisement of a faculty member, the student has two options in completing this project. One option is to identify unique and significant problems in clinical treatment and develop one publishable patient case report. The second option is to develop one publishable article related to critical issues in the delivery of health care today. This course is offered through a distance education format.

PHT 7850 – Preparation/Certification in Primary Care Hours: 3

This is a 6-day lab and lecture review course conducted on the St. Augustine, Florida, campus. Students complete pre-course self-directed review of prerequisite material along with attendance of 5 days of instructor-led review of didactic and laboratory material. On the fifth and sixth days there is a three-hour written examination and individual oral/practical examinations conducted by faculty members from each prerequisite course. These exams are a test of retention, comprehension, and application to clinical practice. When all areas of the examination are passed, the student receives a certificate of competency in the clinical areas tested.

DIVISION OF PROFESSIONAL EDUCATION

Continuing Professional Education

Clinical Orthopaedic Residency

Orthopaedic Manual Physical Therapy Fellowship

CONTINUING PROFESSIONAL EDUCATION (CPE)

Certifications

Manual Therapy Certification (MTC)

Primary Care Certification (PCC)

Sports Physical Therapy Certification (STC)

Craniomandibular Head, Neck, and Facial Pain (CFC)

General

While the University supports clinical specialization, it also supports cross-disciplinary and multi-skilled practices. The University offers its seminars to multiple professionals—provided their education and licensure enable them to use the instruction provided. Admission to continuing professional education seminars is open to all appropriately licensed health care professionals.

While every effort is made to allow therapists to attend any seminar of their choosing, certain advanced seminars require prerequisite seminars. Additionally, seminars are structured to be integrated with specialty certifications, and transitional and post-professional advanced degree programs. The University reserves the right to restrict attendance to only those professionals whom it determines have appropriate qualifications. Health practitioners other than physical and occupational therapists (e.g., MDs, Physical Therapy Assistant (PTAs), Occupational Therapy Assistant (OTAs)) may attend selected seminars, provided their license enables them to practice the content of the seminar. Professional licensure required for specific seminars is published elsewhere in this Catalog and in seminar brochures.

The University has long held that continuing education should be structured toward a meaningful goal. To meet professional development goals, certification programs offer a series of seminars, which culminate in a comprehensive examination (written, oral, and practical testing to define competency in the selected clinical area). Certifications are an integral part of the University's transitional and post-professional degrees.

Certification Preparation and Exam is a 6-day process which provides a review and update of the content of each prerequisite seminar. The objective is the safe application and interpretation of advanced clinical skills. Results are confidential. Only the names of those who pass are published with written authorization. Some attend the week purely for the value of review. Some attend more than twice before taking the exams. Those who do not satisfactorily complete all of the components of the certification process may be retested.

Seminars leading to certification may be taken for either CEUs or toward graduate credit. Graduate credit is earned by completing distance education coursework after attending the seminars. CEUs are awarded for seminar course attendance unless students register for graduate credit. CEUs are invalid once students register in the distance education portion of the seminar course for academic credit. This policy is disclosed on continuing education certificates. If all of the seminars leading to

certification are taken for graduate credit, 17 to 19 hours are awarded toward an advanced degree (varies by specialty track).

Certification Week

A candidate may apply to take the Certification Preparation and Examination Week provided he or she has either taken or will have taken all the prerequisite seminars for the chosen certification prior to the Certification Week.

Note: Early registration is encouraged, as waiting lists often develop. The special refund policy for certifications is designed to discourage late withdrawal.

Publication

After successful completion of certification, the therapist may give permission for his or her name to be added to our Certification Graduate List. This list is made freely available to professional colleagues and for referrals and is a highly regarded resource. The list is on the University website: http://www.usa.edu/p5-140-Certification-Graduate-Listing.aspx.

Certification Curricula

Call 800-241-1027 Ext.1400 to register for seminars or visit the University's website: http://cpe.usa.edu/.

The S1 and E1 seminars are requirements for most certifications and do not have to be repeated when obtaining more than one certification. Each certification is summarized below, along with who may attend, applicable CEUs, and seminar tuition amounts (additional tuition charges are applied if a seminar is taken for graduate credit).

There are additional certification-track credit requirements for transitional degree students. The Foundations of Clinical Orthopaedics (FCO; two credits) is highly recommended for all degree-seeking students.

Manual Therapy Certification (MTC)

Seminars	Who Attends	CEU	Tuition
Spinal Evaluation and Manipulation (S1)	PT	2.6	$595.00
Upper Extremity Evaluation and Manipulation (E1)	PT/OT	1.5	$495.00
Lower Extremity Evaluation and Manipulation (E1)	PT	1.5	$495.00
Extremity Integration (E2)	PT	2.1	$595.00
Myofascial Manipulation (MF1)	PT	1.8	$495.00
Advanced Pelvis, Lumbar and Thoracic Spine (S2)	PT	1.8	$495.00
Advanced Craniofacial, Cervical and Upper Thoracic Spine (S3)	PT	2.7	$795.00
Functional Analysis: Lumbo-Pelvic-Hip Complex (S4)	PT	1.6	$495.00
Certification in Manual Therapy (MTC)	PT	3.2	$995.00
Totals		**18.8**	

Primary Care Certification (PCC)

Seminars	Who Attends	CEU	Tuition
Spinal Evaluation and Manipulation (S1)	PT	2.6	$595.00
Upper Extremity Evaluation and Manipulation (E1)	PT/OT	1.5	$495.00
Lower Extremity Evaluation and Manipulation (E1)	PT/OT	1.5	$495.00
Differential Diagnosis - Online	PT/OT	2.0	$325.00
Pharmacology - Online	PT/OT	2.0	$195.00
Applied Musculoskeletal Imaging for Physical Therapists	PT	2.1	$545.00
Intro to Primary Care	PT/OT	0.8	$245.00
Certification in Primary Care (PCC)	PT	3.2	$995.00
Totals		**15.7**	

Sports Physical Therapy Certification (STC)

Through an arrangement with the North American Sports Medicine Institute (NASMI), the University offers a collaborative Certification in Sports Physical Therapy. Call NASMI for course information and scheduling at 1-503-642-4432 or visit their website at www.rehabeducation.com.

Seminars	Who Attends	CEU	Tuition
Spinal Evaluation and Manipulation (S1)	PT	2.6	$595.00
Upper Extremity Evaluation and Manipulation (E1)	PT/OT	1.5	$495.00
Lower Extremity Evaluation and Manipulation (E1)	PT/OT	1.5	$495.00
*Foundations/Competencies in Sports PT	PT/PTA ATC/OT/ COTA	3.6	$545.00
*Lower Quarter Management of Overuse and Traumatic Injuries Related to the Running Athlete	PT/PTA ATC/OT/ COTA	2.0	$485.00
*Rehabilitation Across the Lifespan: An Orthopedic and Sports Medicine Approach to the Shoulder, Hip and Knee	PT/PTA ATC/OT/ COTA	2.0	$485.00
*Selective Functional Movement Assessment	PT/PTA ATC/OT/COTA	2.0	$485.00
STC Certification in Sports	PT	3.2	$995.00
Totals		**18.4**	

**Seminars offered through the North American Sports Medicine Institute (NASMI)*

Craniomandibular Head, Neck, and Facial Pain (CFC)

Seminars	Who Attends	CEU	Tuition
Spinal Evaluation and Manipulation (S1)	PT	2.6	$595.00
Advanced Craniofacial, Cervical and Upper Thoracic Spine (S3)	PT	2.7	$795.00
Basic Craniofacial (CF1) (online)	PT	2.0	$485.00
Intermediate Craniofacial (CF2)	PT	1.5	$495.00
Advanced Craniofacial (CF3)	PT	1.5	$495.00
State of the Art Craniofacial (CF4)	PT	1.5	$495.00
Certification in Craniomandibular, Head, Neck and Facial Pain (CFC)	PT	3.2	$995.00
Totals		**15.0**	

Additional seminars are available for continuing professional education and elective credits in the degree program and are described in the Transitional and Post-Professional Courses section of this Catalog.

Registration Policies and Procedures for CPE and Certifications

To register for continuing professional education and certification seminars, write, call, fax, or e-mail the University. Online registration is available at the University's website: http://cpe.usa.edu/.

Write:

University of St. Augustine for Health Sciences
1 University Boulevard
St. Augustine, FL 32086

Attention: Continuing Professional Education Dept.

Phone: In U.S. and Canada 1-800-241-1027 or 904-826-0084, ext. 1400

Fax: 904-826-0085

Website: http://www.usa.edu/

E-mail: info@usa.edu

A $100.00 nonrefundable deposit is required when registering for continuing education seminars. Seminar tuition is due 30 days prior to the first day of the class. If you call to register, your place in the seminar will be held pending receipt of deposit within 10 working days. Payment can be made with check, money order, Visa, MasterCard, or American Express. In the event of a company-paid registration, purchase order numbers will be accepted when provided by that company's authorized personnel.

For CPE seminars, with 2 weeks' notice of cancellation by the student, tuition will be either transferred to another seminar, put into a "funds on hold" account, or the balance will be refunded less the $100.00 nonrefundable deposit. Cancellation up to 3 working days prior to the start of the seminar, 50% of the balance will be refunded. With 3 working days' notice, 100% of the balance may be transferred to

another seminar or placed into a "funds on hold" account. No refunds will be issued. Transfer of funds is limited to two seminars. Funds are held in the “funds on hold” account for 2 years. After the seminar begins, no refunds are issued or transfers allowed.

In the event of company-paid registration, the company has the right to cancel under the above policy. The therapist will be contacted and may be given the option to remain registered for the seminar and be the responsible party for the tuition.

A 50% nonrefundable, nontransferable deposit must accompany certification seminar registrations. The balance is due 60 days prior to the start date of the seminar. Refunds requested 90 days or more before the seminar begins permit a transfer of only 50% of the deposit to another seminar with any remaining balance paid being fully refundable. Cancellation and request for transfers for the certification seminars received less than 90 days before commencement of the seminar will result in a loss of the deposit. These provisions were added to assist the University in planning for staff and facilities and to discourage last minute changes in plans by seminar registrants since the University is unable to fill vacancies with other candidates on short notice.

Tuition and Fees

The continuing education seminar calendar and the University’s website, http://cpe.usa.edu/, include current tuition charges. Calendars are advertised widely in physical therapy and occupational therapy publications. The calendar may also be obtained by calling the University at 1-800-241-1027, ext. 1400.

Retention of Student Records

The University retains CPE student records indefinitely.

Continuing Education Units (CEUs)

Enrolling and attending our continuing education seminars qualifies the therapist for a certificate of attendance which confers continuing education units. These CEUs are accepted by most state licensing bodies toward maintaining the professional license.

Seminar Approvals/Accreditation

The University of St. Augustine has been accredited as an Accredited Provider by the International Association for Continuing Education and Training (IACET), 7918 Jones Branch Dr., Suite 300, McLean, VA 22102.

In obtaining this accreditation, the University of St. Augustine has demonstrated that it complies with the ANSI/IACET Standards, which are widely recognized as standards of good practice internationally.

As a result of their Accredited Provider membership status, the University of St. Augustine is authorized to offer IACET CEUs for its programs that qualify under the ANSI/IACET Standards. All University seminars are recognized by the Florida Physical Therapy Association and meet licensure requirements for Florida physical therapists and by the Florida Occupational Therapy Association and meet licensure requirements for Florida occupational therapists. Continuing education courses are not under the purview of the Commission for Independent Education.

Seminar Availability

Seminars are held nationwide, according to interest. Schedules are completed a year in advance and are advertised widely in physical therapy and occupational therapy publications. The schedule can be viewed on the University's website, http://cpe.usa.edu/. Continuing education seminar calendars are also available by calling 1-800-241-1027, ext. 1400. The University seeks to offer each of its listed seminars at least once annually and usually eliminates seminars that are not held at least every other year from its regular listing.

Waiting Lists

If the seminar for which you apply is full, you have the option of being placed on a waiting list, transferring to another seminar, or receiving a refund. Graduate students enrolled in any of the University's transitional or post-professional programs have priority on the waiting list. Early registration is recommended.

Cancellation by the University

The University does not wish to cancel advertised seminars. However, it is sometimes necessary. Registrants are notified a minimum of 2 weeks prior to the seminar start date. The University is not responsible for reimbursement of expenses, including nonrefundable airline tickets.

Hours of Attendance

Unless otherwise noted, most seminars begin at 8:30 or 9:00 a.m. on the first day, and run from seven to eight hours daily, not including the lunch hour. All sessions must be attended. Should more than two hours of any one seminar be missed, the policy of the University is to exclude the student from further participation in that seminar, at the discretion of the instructor. The instructor will determine whether missing that particular part of the seminar compromises the student's understanding of subsequent sessions or may place a fellow student or future patient in jeopardy. The Certificate of Attendance may be withheld as the stated hours may no longer be valid. (Remedial activity may be required.)

Sequencing of Seminars

Some University seminars require that a prerequisite seminar be taken first. Contact the CPE Registration Office for more information.

Seminars From Other Organizations

The University is unable to recognize prerequisite seminars given by instructors outside of the University for continuing education seminars.

Accommodations

Most continuing education seminars outside of St. Augustine are held at hotels or at sponsoring clinical sites. Securing room accommodations may be accomplished by contacting the hotel directly or through a travel agent. Please note that the University is not responsible for the standard of your accommodations. On occasions where securing conference space at a hotel is linked to patronage of guest rooms, those that elect to stay at the designated hotel will have priority of registration.

Dress

Dress should be appropriate for attending a professional conference. Good judgment is required when attending seminars held in a hotel that is frequented by other professionals. For the practical sessions, usually beginning the first day, the registrant must be prepared to expose the area under examination. For extremity seminars, all peripheral joints with the exception of the hip will need to be exposed. Shorts or loose slacks are preferred for lab sessions. For spinal seminars, the entire spine from occiput to sacrum must be exposed except for a narrow bra or bikini top. One-piece bathing suits that do not easily expose the iliac crest and sacrum are unacceptable as they may interfere with the learning process of other registrants.

Physical Health

Instructors maintain the right to discontinue instruction to any student who is in unsatisfactory health due to illness.

Students who are pregnant must inform the instructor. At the student's discretion, and with permission of the instructor, she may be a full participant with the exception of manipulation techniques that involve stretching the soft tissues around the pelvis and subcranial regions.

Cosponsorship of Seminars

The University welcomes inquiries to co-sponsor seminars. Generally, the University requires the cosponsor to provide space and amenities at a convenient and suitable location, as well as to help promote local and regional attendance. In return, the University will provide for several free seminar registrations to persons identified by the cosponsoring hospital, school, clinic, or chapter. Further information is available from the Director of Continuing Professional Education.

Release of Liability

It is required that students registering for a seminar with a laboratory component sign a Release of Liability Form. The form is distributed at the seminar and completed before commencement of the program.

CLINICAL ORTHOPAEDIC RESIDENCY

The Clinical Orthopaedic Residency offers physical therapists the opportunity to enhance their clinical skills through post-professional training in examination, evaluation, clinical reasoning, manual therapy skills, and patient management based upon the practice dimensions described in the Description of Specialty Practice for Orthopaedic Physical Therapy.

Participants can also earn academic credit toward the tDPT, EdD, or DHSc programs at the University of St. Augustine.

Program Basics

- Length of residency: Minimum of 12 months; maximum of 36 months
- Prerequisites: Licensed or eligible for licensure
- Patient-care hours: 1,030
- Mentored hours: 160 (one-on-one hours)
- Location: Any qualified clinic in the United States
- Curriculum: Online and seminars
- Journal club: Attend 12 and must lead three
- Case rounds: Attend and present at 12 case rounds
- Conference requirement: Attend one professional conference
- Scholarly requirement: Submit one poster presentation
- When can I start? Terms and didactic coursework begin January, May, and September; clinical start time is flexible

Mission Statement

The mission of the Clinical Orthopaedic Residency program at the University of St. Augustine is to graduate physical therapists who have achieved competency of skills in both clinical and didactic learning in orthopaedic physical therapy.

Program Learning Outcomes

The following are the goals and outcomes for the Orthopaedic Physical Therapy Residency program of University of St. Augustine for Health Sciences:

- The graduate of the Orthopaedic Residency program will achieve competency in orthopaedic clinical practice.
- The Orthopaedic Residency program will maintain the standards and enhance the development of clinical mentors for the residency program.
- The Orthopaedic Residency program will ensure standards of the orthopaedic residency as per the APTA accrediting process.

Admission Requirements

All applicants to the Clinical Orthopaedic Residency program must complete an application/admissions process. This residency program is intended for recent graduates, as well as clinicians who want to accelerate their current clinical orthopaedic knowledge and skill. Applicants must be licensed or eligible for licensure and must be licensed before starting the program.

The APTA now has a centralized application system for residencies and fellowships, RF-PTCAS. You may apply to USA's Clinical Orthopaedic Residency through RF-PTCAS, the centralized application service through APTA.

Documents that must be submitted include the following:

- RF-PTCAS Application for Admission
- Essay
- Official transcripts from all previous institutions of higher learning
- Two references from professional colleagues
- Current résumé which lists continuing education involvement and professional publications
- Copy of professional state license
- Current photograph

Program Requirements

USA's Clinical Orthopaedic Residency is a demanding clinical and didactic learning experience, designed to graduate physical therapists with competency of skills in orthopaedic physical therapy.

Clinical

- A minimum of 1,030 patient-care hours including treatment in the following body regions: cervical spine, thoracic spine, lumbar spine, pelvis - SI, craniomandibular, hip, knee, ankle, foot, shoulder, elbow, wrist, and hand
- 160 hours of one-on-one mentoring in the clinic with a qualified and approved mentor, over the duration of the residency

Applicants may choose to pursue their residency in the clinic where they currently work or find a position within a qualified and approved clinic anywhere in the United States.

Didactic

The didactic portion of the orthopaedic residency is based upon six APTA Orthopaedic section monoliths. The curriculum covers examination, evaluation, and treatment of common orthopaedic conditions and is organized into three terms: Spine, Upper Extremity, and Lower Extremity.

Additional Requirements

- Participate in 12 journal clubs; lead three (online or in the clinic)
- Participate and lead 12 case rounds (online or in the clinic)
- Complete health care observations, mentored clinical exams, and clinical skills checklists
- Present three formal case presentations

- Attend three residency skills labs (one per term: Spine, Upper Extremity, Lower Extremity)
- Attendance at one professional conference
- Produce a scholarly product which is disseminated to the professional community (e.g., poster and/or platform presentation, publication in peer reviewed journal)
- Opportunity to teach and mentor entry-level DPT students, depending on location and if desired

Instructional mediums will include individual study of curriculum, case scenarios, written and online examination, interactive web-based learning experiences, group discussions and review, and one weekend lab session each term.

Program Tuition and Fees

- RF-PTCAS application fee
- Administrative fee: $8,000.00 for the duration of your program
- APTA Monoliths (curriculum): $410.00
- Cost of APTA/Ortho Section membership dues
- Cost of attendance and travel to the Clinical Instructor (CI) Credentialing Course and professional conference
- Cost of travel to the three required residency skills labs on our St. Augustine, Florida, campus
- Cost of malpractice insurance
- Residents will be mentored in an outpatient orthopaedic clinic by a qualified mentor while completing didactic components: If applicable, mentor fees for clinical mentoring are negotiated between resident and mentor.

Accreditation

The Clinical Orthopaedic Residency program was accredited by ABPTRFE in 2010.

ORTHOPAEDIC MANUAL PHYSICAL THERAPY FELLOWSHIP

The Orthopaedic Manual Physical Therapy Fellowship at the University of St. Augustine for Health Sciences offers practicing physical therapists the opportunity to enhance their manual physical therapy skills through a focused curriculum with advanced clinical and didactic instruction that is intensive and extensive.

Participants can also earn academic credit toward the transitional DPT, EdD, or DHSc programs at the University of St. Augustine.

Program Basics

- Length of residency: Minimum of 12 months; maximum of 36 months
- Prerequisites: E1 and S1 seminars; 2 years' clinical experience in orthopaedics or completion of an accredited orthopaedic residency
- Patient-care hours: 440
- Mentored hours: 160 (one-on-one hours)
- Location: Any qualified clinic in the United States
- Curriculum: Online and seminars
- Journal club: Attend 12 and must lead three
- Case rounds: Attend and present at 12 case rounds
- Conference requirement: Attend one American Academy of Orthopaedic Manual Physical Therapists (AAOMPT) conference
- Scholarly requirement: Submit one poster presentation
- When can I start? Terms begin three times per year (January, May, and September).

Mission Statement

The mission of the Orthopaedic Manual Physical Therapy Fellowship program at the University of St. Augustine is to graduate physical therapists who have achieved advanced competency of skills in both clinical and didactic learning in orthopaedic manual physical therapy.

Program Learning Outcomes

The goal of USA's Orthopaedic Manual Physical Therapy program is to supply a mentored process of learning that achieves advanced clinical specialty skills for both psychomotor and didactic learning, that facilitates enhancement of decision making through critical thinking and problem solving, and through which the mentor enhances the therapist's ability to be an independent, active learner.

At the completion of the Orthopaedic Manual Physical Therapy Fellowship program of University of St. Augustine for Health Sciences, the fellow graduate will

- apply advanced skills for examination of orthopaedic patient cases;
- analyze the outcomes of the patient examination to formulate an evaluation statement;

- apply and modify advanced skills for intervention of orthopaedic patient cases;
- plan and implement physical therapy management strategies, which take into consideration preventative aspects of patient documentation and employment needs of the patient;
- plan and implement physical therapy management strategies, which relate directly to functional improvement;
- demonstrate appropriate decision making for patient care;
- apply evidence based practice with patient care;
- formulate a research investigation;
- communicate effectively with patient and patient-related services and administrative personnel;
- identify strengths and weakness in his or her learning environment through reflective thinking and appropriate communications;
- apply an ethical standard of clinical practice; and
- apply to become a Fellow of AAOMPT.

Admission Requirements

All applicants to the Orthopaedic Manual Physical Therapy Fellowship program must undergo an application/admissions process. The Orthopaedic Manual Physical Therapy Fellowship program is open to any physical therapist who has a minimum of 2 years of clinical practice in orthopaedics or has completed an APTA-accredited orthopaedic residency and has completed the University of St. Augustine E1 and S1 seminars.

APTA now has a centralized application system for residencies and fellowships, RF-PTCAS. You must apply to USA's Orthopaedic Manual Physical Therapy Fellowship through RF-PTCAS.

Documents that must be submitted include the following:

- RF-PTCAS Application
- Essay
- Official transcripts from all previous institutions of higher learning
- Two references from professional colleagues
- Current résumé which lists continuing education involvement and professional publications
- Copy of professional state license
- Current photograph

Responsibility and Learning Activities

USA's Orthopaedic Manual Physical Therapy Fellowship is a demanding clinical and didactic learning experience designed to graduate physical therapists with advanced competency in manual physical therapy.

Participants are responsible for their progress in the fellowship program. Expected learning experiences will be developed at the beginning of the fellowship during discussions between the

participant and the clinical faculty. However, both the faculty and participant must remain flexible to possible changes that may occur in the schedule.

Clinical

- A minimum of 440 patient care hours—examination and treatment will cover the following body regions: cervical spine, thoracic spine, lumbar spine, pelvis - SI, craniomandibular, hip, knee, ankle, foot, shoulder, elbow, wrist, and hand.
- 160 hours of one-on-one mentoring in the clinic with a qualified and approved mentor, over the duration of the fellowship

Applicants may choose to pursue their fellowship in the clinic where they currently work or find a position within a qualified and approved clinic anywhere in the United States.

Didactic

The didactic portion of the fellowship focuses on advanced training in examination, evaluation, clinical reasoning, orthopaedic manual physical therapy, and patient management based upon the practice dimensions described in the Advanced Description of Specialty Practice for Orthopaedic Physical Therapy and the AAOMPT Education Standards of Practice.

Expected learning experiences will be developed at the beginning of the fellowship during discussions between the participant and the clinical faculty.

Examples of potential courses include the following:

- Research for the Clinician
- Medical Diagnostics
- Foundations of Clinical Orthopaedics
- Professional Presentations
- Educational Theory
- Basic Craniofacial
- Pain Science
- Imaging
- Cultural Competence
- Perspectives in Practice
- Clinical Instructor Credentialing
- E1: Extremity Evaluation and Manipulation; E2: Extremity Integration
- S1: Intro to Spinal Evaluation and Manipulation; S2: Advanced Evaluation and Manipulation of Lumbar Thoracic Spine; S3: Advanced Evaluation and Manipulation of Craniofacial, Cervical and Upper Thoracic Spine; S4: Functional Analysis and Management of Lumbo-Pelvic-Hip Complex
- MF1: Myofascial Manipulation
- Manual Therapy Certification or Review

- Thrust
- Imaging Seminar
- Craniofacial I
- Spinal Instability

Additional Requirements

- Participate in 12 journal clubs; lead three (online or in the clinic)
- Participate and lead 12 case rounds (online or in the clinic)
- Present three formal case presentations
- Attend Manual Therapy Certification review week or three residency skills labs (one per term: Spine, Upper Extremity, Lower Extremity)
- Attend one AAOMPT conference
- Complete health care observations, mentored clinical exams, and clinical skills checklists
- Complete a professional communications project
- Produce a scholarly product which is disseminated to the professional community (e.g., poster and/or platform presentation, publication in peer reviewed journal)
- Opportunity to teach and mentor entry-level DPT students, depending on location and if desired

Program Tuition and Fees

- RF-PTCAS application fee
- Administrative cost of $3,000.00 for the duration of your program
- Seminar and online course fees could average from $4,430.00 to $13,544.00 (Cost of the fellowship is variable depending on the background of didactic work of the applicant.)
- Cost of APTA and AAOMPT membership dues
- Cost of attendance and travel to a Clinical Instructor (CI) Credentialing Course and an AAOMPT conference
- Cost of malpractice insurance

Fellows in training will be mentored in a qualified clinic by an approved mentor while completing didactic components. If applicable, mentor fees for clinical mentoring are negotiable between fellow and mentor.

Accreditation

The Orthopaedic Manual Physical Therapy Fellowship program was reaccredited by ABPTRFE in 2013.

FACULTY FOR CONTINUING PROFESSIONAL EDUCATION

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Erin Conrad, PT, Contributing Faculty
BS Millsaps College
DPT University of St. Augustine for Health Sciences
MS California University of Pennsylvania

Eric Chaconas, PT, Assistant Professor
BS Towson University
DPT University of St. Augustine for Health Sciences
PhD Nova Southeastern University

Carrie DeLuca, OTR/L, Contributing Faculty
BS Kent State University
MOT University of St. Augustine for Health Sciences
OTD University of St. Augustine for Health Sciences

Eric Furto, PT, Contributing Faculty
BSPT Northern Illinois University
DPT University of St. Augustine for Health Sciences

Amanda Grant, PT, Instructor
BS University of New England
DPT University of St. Augustine for Health Sciences

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BA SUNY at Binghamton
BS SUNY Downstate Medical Center

Jennifer Flage Hobson, PT, Contributing Faculty
BA University of Maryland
BS University of Maryland

BSPT Hogeschool van Amsterdam, The Netherlands
DPT University of St. Augustine for Health Sciences

Michael Irwin, PT, Contributing Faculty
BA Slippery Rock College
BS Georgia State University
DPT University of St. Augustine for Health Sciences
MHSc University of St. Augustine for Health Sciences

Elaine Lonnemann, PT, Contributing Faculty
BS University of Louisville
MScPT University of St. Augustine for Health Sciences

Kelly McCoy, OTR/L, Contributing Faculty
BS University of Southern Mississippi
MOT University of St. Augustine for Health Sciences
OTD University of St. Augustine for Health Sciences

Elisabeth McGee, OT/PT, Assistant Professor
BS University of Florida
MOT University of St. Augustine for Health Sciences
DPT University of St. Augustine for Health Sciences

Andy Naas, PT, Contributing Faculty
BS Mercyhurst College
MPT University of St. Augustine for Health Sciences
MHSc University of St. Augustine for Health Sciences

Richard E. Nyberg, PT, Contributing Faculty
BA Gettysburg College
BS SUNY Downstate Medical Center
DPT University of St. Augustine for Health Sciences
MMSc Emory University

Catherine E. Patla, PT, Contributing Faculty
BS Fairleigh Dickinson University
PTA Fairleigh Dickinson University
Certificate in PT University of Pennsylvania
MMSc Orthopaedics, Emory University
DHSc University of St. Augustine for Health Sciences

Melinda Petty, OTR/L, Contributing Faculty
BA Augustana College
MOT University of St. Augustine for Health Sciences
DPT University of St. Augustine for Health Sciences

A. Russell Smith Jr., PT, Contributing Faculty
BS University of Maryland at Baltimore
MMSc Emory University
EdD University of North Florida

Robert Stanborough, PT, Contributing Faculty
BFA Ball State University
BPT Hoge School Van Amsterdam
DPT University of St. Augustine for Health Sciences
MHSc University of St. Augustine for Health Sciences

Mark Strickland, PT, Contributing Faculty – DE, All Campuses
BSPT University of Texas Medical Branch at Galveston

Michael Turner, PT, Contributing Faculty
BS University of Florida
MScPT University of St. Augustine for Health Sciences

Stephen Vighetti, PT, Contributing Faculty
BS Ursinus College
MPT University of St. Augustine for Health Sciences

James A. Viti, PT, Assistant Professor
BS University of Maryland at Baltimore
DPT University of St. Augustine for Health Sciences
MScPT University of St. Augustine for Health Sciences

Lawrence Yack, PT, Contributing Faculty
BS Long Island University
BS University of Colorado
DPT University of St. Augustine for Health Sciences

FACULTY FOR DEGREE PROGRAMS

The faculty of the University are carefully chosen educators and practitioners with proven ability to provide students with a meaningful and exciting educational experience relevant to clinical practice. All members of the faculty possess a mastery of their field and a practical hands-on approach to their specialty. The University is proud of its faculty, their strengths and diversity, as well as their commitment to the mission of the University.

Faculty location designations are as follows:

- CA-SM – California campus
- DE – Distance education
- FL-SA – St. Augustine, Florida, campus
- FL-MI – Miami, Florida, campus
- TX-AU – Texas campus

Gayla A. Aguilar, OTR/L, Instructor – FL-SA
BSOT University of Texas Health Science Center – Occupational Therapy
OTD Rocky Mountain University of Health Professions – Occupational Therapy

Hilmir Agustsson, PT, Assistant Professor – FL-SA
BS University of Alberta – Physical Therapy
MHSc University of St. Augustine for Health Sciences – Health Sciences
DPT University of St. Augustine for Health Sciences – Physical Therapy

Gil Almeida, PT, - FL-MI
BSc Federal University of Sao Carlos – Physical Therapy
MS Federal University of Sao Carlos – Special Education
PhD Iowa State University – Child Development

Elizabeth Ardolino, PT, Assistant Professor – TX-AU
BS University of Scranton – Health Sciences
MPT University of Scranton – Physical Therapy
MS Temple University – Physical Therapy
PhD Seton Hall University – Health Science, Movement Science Track

Tobi Baldwin, PT, Contributing Faculty – DE, FL-SA
BS University of Western Ontario – Kinesiology
MPT University of St. Augustine for Health Sciences – Physical Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy

Kristen Barta, PT, Assistant Professor – TX-AU
BS Texas A&M University – Biomedical Science
MS Texas Woman's University – Physical Therapy
DPT Boston University – Physical Therapy

Norman Belleza, PT, Assistant Professor – CA-SM
BS Loma Linda University – Life Sciences
MPT Loma Linda University – Physical Therapy
MeD Argosy University - Education
DPT Temple University – Physical Therapy

Kunal Bhanot, PT, Assistant Professor – TX-AU
BPT Guru Nanak Dev University - Physiotherapy
MS University of Nevada Las Vegas - Kinesiology
PhD Rocky Mountain University for Health Professions – Orthopedics and Sports Science

Anne Boddy, DPT, Assistant Professor – DE, FL-SA
BS Ohio University – Physiology
DPT University of St. Augustine for Health Sciences – Physical Therapy

Julia Bonham, OT, Contributing Faculty – DE, CA-SM, TX-AU, FL-SA
BS James Madison University – Health Science
MS Shenandoah University – Occupational Therapy
OTD University of St. Augustine for Health Sciences – Occupational Therapy

Nicole Borman, PT, Assistant Professor – TX-AU
BS U.S. Air Force Academy – Operations Research Engineering
BSPT University of New Mexico – Physical Therapy
MS Texas Woman's University – Physical Therapy
PhD Texas Woman's University – Physical Therapy

Todd Bourgeois, PT, Assistant Professor – FL-SA
BS McNeese State University – Health and Human Performance
DPT University of St. Augustine for Health Sciences – Physical Therapy

Peter Bowman, OTR/L, Contributing Faculty – DE, CA-SM, TX-AU, FL-SA
Dip COT Salford College of Technology – Occupational Therapy
MHS Medical University of South Carolina – Occupational Therapy
OTD University of St. Augustine for Health Sciences – Occupational Therapy

Paul Bruning, Contributing Faculty – DE, FL-SA
BA Gustavus Adolphus College – Athletic Training and Health Education
MA Mankato State University – Exercise Science
DHA University of Phoenix

Tami Lawrence Buck, PhD, Contributing Faculty – DE, CA-SM, TX-AU, FL-SA
BA McGill University – Humanistic Studies
MSOT Virginia Commonwealth University – Occupational Therapy
PhD Nova Southeastern University – Occupational Therapy

Annie Burke-Doe, PT, Professor – CA-SM, FL-MI
BA University of the Pacific – Sports Medicine

MPT University of California, San Francisco – Physical Therapy
PhD University of the Pacific – Pharmaceutical Sciences

Eric Chaconas, PT, Assistant Program Director; Assistant Professor – FL-SA, FL-MI
BS Towson University – Exercise Science
DPT University of St. Augustine for Health Sciences – Physical Therapy
PhD Nova Southeastern University – Physical Therapy

Lisa A. Chase, PT, Associate Professor – FL-SA
BA Furman University – Health and Physical Education
MPT University of St. Augustine for Health Sciences – Physical Therapy
MA University of North Carolina – Exercise Physiology
PhD Arizona State University – Curriculum and Instruction

Christine Childers, PT, Assistant Professor – CA-SM
BS University of East Anglia - Physiotherapy
MS University of Utah - Gerontology

Becki Cohill, OTR/L, Assistant Professor – CA-SM
BSPT Colorado State University – Physical Therapy
OTD Rocky Mountain University of Health Professions – Occupational Therapy

Kayla Collins, OTR/L, Instructor – FL-SA
BA University of Maryland – Psychology and Public Health
MOT University of St. Augustine for Health Sciences – Occupational Therapy

Jacqueline Crossen-Sills, Professor – FL-SA
BS Springfield College – Health Education
BS New York University – Physical Therapy
MS Northeastern University – Neurology in Physical Therapy
PhD Nova Southeastern – Physical Therapy

Jennifer Crowder, Contributing Faculty – FL-SA
BS East Tennessee State University – Exercise Science
MS Virginia Commonwealth University – Occupational Therapy
DS University of Oklahoma – Rehabilitation Sciences

Matthew Daugherty, PT, OTR/L, Assistant Professor– FL-SA
BEd University of Akron – Exercise Physiology
MOT University of St. Augustine for Health Sciences – Occupational Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy

Heather David, PT, Instructor – CA-SM
BS Florida State University – Food, Nutrition and Movement Sciences
MPT University of Florida – Physical Therapy
EdD University of St. Augustine for Health Sciences - Education

Bonnie Decker, OTR/L, Associate Professor – FL-SA

BS Western Michigan University – Occupational Therapy
MHS University of Florida – Occupational Therapy
EdD University of Central Florida – Educational Leadership

Robin Dennison, DNP, MSN, Associate Professor; Program Director – CA-SM, TX-AU, FL-SA
BSN Marshall University - Nursing
MSN University of Delaware - Nursing
DNP University of Kentucky – Nursing Practice

Lori Dewald, Contributing Faculty – DE, CA-SM, TX-AU, FL-SA
BS Mankato State University – Elementary Education
MS University of Tennessee – School Health Education
EdD University of Tennessee – Educational and Counseling Psychology

Kathy Dieringer, Contributing Faculty – DE, CA-SM, TX-AU, FL-SA
BS University of Texas at Austin - Education
MEd Eastern Kentucky University - Education
EdD University of North Texas – Curriculum and Instruction

Jennie DiGrado, OTR/L, Assistant Professor – CA-SM
BS Colorado State University – Occupational Therapy
OTD Creighton University – Occupational Therapy

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BS University of Florida – Occupational Therapy
MS University of Florida – Occupational Therapy
OTD Thomas Jeferson University – Occupational Therapy

Manuel Domenech, PT, DPT Program Director, Austin Campus – TX-AU
BSPT University of Kansas – Physical Therapy
MSPT Medical College of Virginia – Physical Therapy
DPT MGH Institute for Health Professions – Physical Therapy
EdD Oklahoma State University – Occupational and Adult Education

Dawn Doutrich, Contributing Faculty, DE, FL-SA
BSN Washington State University – Nursing
MSN Oregon Health Sciences University - Nursing
PhD Oregon Health Sciences University - Nursing

Thomas Eberle, PT, Assistant Professor – FL-MI
MSPT D'Youville College – Physical Therapy
DPT D'Youville College – Physical Therapy

Anna M. Edwards, PT, Assistant Professor – CA-SM
BS University of California, San Francisco – Physical Therapy
MA San Diego State University – Physical Education
MBA San Diego State University – Business Administration

TDPT University of St. Augustine for Health Sciences – Physical Therapy

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BS Texas Woman's University - Dance
MA Texas Woman's University – Adapted Physical Education
MOT Texas Woman's University – Occupational Therapy
PhD University of Texas - Neuroscience

Kathy Farrell, Contributing Faculty, DE-FL-SA
BSN State University of New York- Nursing
MSN State University of New York – Nursing
DSN University of Tennessee – Nursing

Lawrence Faulkner, PT, Instructor – TX-AU
BS University of Texas at San Antonio – Occupational Therapy
MSc University of Dundee – Biomedical Engineering Science
PhD University of Pittsburg – Health and Rebabilitation Sciences

Germaine Ferreira, PT, Instructor – TX-AU
BS University of Bombay – Homoeopathic Medicine and Surgery
MSPT Texas State University – Physical Therapy
DPT A. T. Still University – Physical Therapy

Megan Flores, PT, Instructor – TX-AU
BA University of Texas - Chemistry
MPT University of Texas Southwestern Medical Center – Physical Therapy

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BS Barry University – Occupational Therapy
OTD Rocky Mountain University of Health Sciences – Occupational Therapy

Darcy Fox, Contributing Faculty – DE, CA-SM, TX-AU, FL-SA
BA University of Florida – American Literature
MEd University of Florida – Elementary Education
EdD University of North Florida – Educational Leadership

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BS Utah State University – Community Health Education
DPT University of St. Augustine for Health Sciences – Physical Therapy
EdD University of St. Augustine for Health Sciences – Education

Jill Frickey, PT, Contributing Faculty - DE, CA-SM, TX-AU, FL-SA
BS Stephen F. Austin State University – Health Science and Psychology
DPT University of Texas Medical Branch – Physical Therapy

Eric Furto, PT, Contributing Faculty – DE, TX-AU
BS Northern Illinois University – Physical Therapy
TDPT University of St. Augustine – Physical Therapy

Lisa Furto, PT, Contributing Faculty – DE, TX-AU
BS Northern Illinois University – Physical Therapy
TDPT University of St. Augustine – Physical Therapy

Olelakan Ganiyu, PT, Instructor – FL-SA
BS Obafemi Awolowo University – Medical Rehabilitation
MHSc University of St. Augustine for Health Sciences – Physical Therapy
DPT Evidence in Motion Institute of Health Professions – Physical Therapy

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BA University of Illinois – English
MEd University of Illinois – Education
MA Roosevelt University – Reading/Literacy
EdD Northern Illinois University - Reading

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BS University of New England – Exercise and Health Promotion
DPT University of St. Augustine for Health Sciences – Physical Therapy

Debra Gray, PT, Flex DPT Program Manager, Associate Professor – FL-SA
BSPT Wayne State University – Physical Therapy
MEd University of Wisconsin – Education and Professional Development
DPT Simmons College – Physical Therapy
DHSc University of Indianapolis – Geriatric Rehabilitation and Education

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BAE University of North Florida – Secondary English
MEd University of North Florida – English
PhD North Central University – Education Technology and E-Learning

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BSOT Florida International University – Physical Therapy
MA Phoenix University – Education

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BS Indiana University of Pennsylvania – Natural Sciences
MPT Emory University – Physical Therapy
EdD University of Sarasota/Argosy University – Curriculum and Instruction

Helen Heiskell, Contributing Faculty – DE, FL-SA
BSN Medical College of Georgia – Nursing
MSN University of Alabama – Nursing
DNP Medical College of Georgia – Nursing Practice

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BS University of Montana – Physical Therapy
MS University of Montana – Exercise Science

DHSc University of St. Augustine for Health Sciences – Health Sciences

Amy Herrington, Contributing Faculty, DE, FL-SA
BS University of Phoenix - Nursing
MSN University of Pheonix – Nursing
DNP Rocky Mountain University of Health Professions – Nursing Practice

Greg Heuer, Contributing Faculty – DE, CA-SM, TX-AU, FL-SA
BAT Minnesota State University – Athletic Training
MS The Ohio State University – Athletic Training

Robert Hijazi, Contributing Faculty – DE, FL-SA
BS Wayne State University – Biology
MS Wayne State University – Biology
MHA St. Joseph's College of Maine – Health Sciences
PhD Walden University – Public Health

Lindsay Holmes, PT, Contributing Faculty – DE, CA-SM, TX-AU, FL-MI
BS Quinnipiac University – Physical Therapy
MS Temple University – Physical Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy

Sherri Holt, PT, Contributing Faculty – DE, CA-SM, TX-AU, FL-SA
BSPT University of Wisconsin – Physical Therapy
MHSc University of St. Augustine for Health Sciences – Health Sciences
DPT University of St. Augustine for Health Sciences – Physical Therapy

Christopher Ingstad, PT, Assistant Professor – CA-SM
BS California State University – Athletic Training
DPT University of St. Augustine for Health Sciences – Physical Therapy

Christopher Ivey, PT, Assistant Professor – CA-SM
BS Humboldt State University – Physical Education
MSPT Western University of Health Sciences – Physical Therapy
MS Humboldt University - Kinesiology

Kristen Johnson, PT, Associate Professor – CA-SM
BSPT Quinnipiac College – Physical Therapy
MS Texas Woman's University, Houston – Physical Therapy
EdD University of St. Augustine for Health Sciences - Education

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BS University of Massachusetts, Amherst - Zoology
MSPT Duke University – Physical Therapy
MS University of Southern California – Physical Therapy
PhD University of Virginia – Sportsmedicine

Navpreet Kaur, PT, Assistant Professor – TX-AU

BPT Guru Nanak Dev University - Physiotherapy
DPT Rocky Mountain University of Health Professions – Physical Therapy
PhD Rocky Mountain University of Health Professions – Orthopedics and Sports Science

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BS University of Wisconsin – Athletic Training
MOT University of St. Augustine for Health Sciences – Occupational Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy

Lesley Khan-Farooqi, OTR/L, Instructor – TX-AU
BS Washington State University – Biology
BA Washington State University – Psychology
OTD Washington University St. Louis – Occupational Therapy

Erica Kiernan, OTR/L, PT, Assistant Professor – FL-SA
BS Old Dominion University – Biology
MOT University of St. Augustine for Health Sciences – Occupational Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy

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BA University of Kentucky – Secondary Education and History
MA East Tennessee State – Guidance and Counseling

Carlos Ladeira, PT, Associate Professor – FL-MI
BS Universidade Federal de Minas Gerais – Physical Therapy
MS University of Alberta – Physical Therapy
EdD Nova Southeastern University – Higher Education, Health Care Education

Kelly Layne, OTR/L, Instructor - FL-SA
BS University of Southwestern Louisiana - Biology
MOT University of St. Augustine for Health Sciences – Occupational Therapy
OTD University of St. Augustine for Health Sciences – Occupational Therapy

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BS Brigham Young University – Physical Education
MPT University of St. Augustine for Health Sciences – Physical Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy

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BS University of California, Santa Barbara - Journalism
BSPT California State University, Long Beach – Physical Therapy
DPT Massachusetts General Hospital – Physical Therapy

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BA California State University, Sacramento – Physical Education
BSPT California State University, Fresno – Physical Therapy
MA California State University, Fresno – Physical Education
DPT A. T. Still University – Physical Therapy

Steven Laslovich, PT, Assistant Professor – CA-SM
BS California State University, Fresno – Physical Therapy
DPT Boston University – Physical Therapy

Alan Chong W. Lee, PT, Contributing Faculty – CA-SM
BS University of Nevada, Las Vegas - Biology
MSPT Duke University – Physical Therapy
MA State University of California, San Diego - Gerontology
DPT Creighton University – Physical Therapy
PhD Nova Southeastern University – Physical Therapy

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BS Judson College – Biology
MOT Texas Woman's University – Occupational Therapy

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BS University of Southern California – Physical Therapy
MA University of Southern California – Physical Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy

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BS Ohio State University – Physical Therapy
MS University of Central Florida – Health Sciences
DHSc University of St. Augustine for Health Sciences – Health Science: Motor Control

Elaine Lonnemann, PT, Contributing Faculty – DE, CA-SM, TX-AU, FL-SA
BS University of Louisville – Physical Therapy
MScPT University of St. Augustine for Health Sciences – Physical Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy

Scott Love, PT, ACCE; Contributing Faculty – DE, CA-SM, TX-AU, FL-SA
BHSc St. Francis College – Health Science
MPT St. Francis College – Physical Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy

Ellen Lowe, PT, Chair, Institute of Physical Therapy; PT Program Director; Associate Professor – CA-SM
BS Boston University – Physical Therapy
MHS University of Indianapolis – Physical Therapy
PhD Touro University International – Health Sciences

Paula Lowrey, OTR/L, Assistant Professor – TX-AU
BA University of Houston - Psychology
MOT Texas Woman's University – Occupational Therapy

José Lozano, MD, Assistant Professor – TX-AU

MD Universidad De Monterrey, Mexico – Medical Doctor
CSFA National Board of Surgical Technology and Surgical Assisting
OPA-C National Board for Certification of Orthopaedic Physician Assistants

Linda Mackie, PhD, Contributing Faculty – FL-SA
BSE Duke University – Mechanical Engineering and Materials Science
MS Duke University – Biomedical Engineering
PhD Duke University – Biomedical Engineering

Heather Mackrell, PhD, Contributing Faculty – CA-SM
BA University of Colorado - Kinesiology
MS Texas Woman's University – Physical Therapy
PhD Texas Woman's University – Physical Therapy

Kathleen Manella, PT, ACCE; Assistant Professor – TX-AU
BSPT University of Illinois – Physical Therapy
MS University of Southern California – Physical Therapy
PhD University of Miami – Physical Therapy

Inti Marazita, OTR/L, Instructor – FL-SA
BS Kean College of New Jersey – Occupational Therapy
MS Boston University – Occupational Therapy

Ross Marinas, PT, Instructor – FL-MI
BS Nova Southeastern University – Physical Therapy
MS Nova Southeastern University – Physical Therapy
DPT Nova Southeastern University – Physical Therapy

Cynthia Mathena, OTR/L, Dean, Post-Professional Studies; Professor – FL-SA
BS Medical University of South Carolina – Occupational Therapy
MS Old Dominion University – Health Administration
PhD Walden University – Educational Technology

Jim Mathews, PT, ACCE; Assistant Professor – CA-SM
BA University of Wisconsin, Madison - History
BS University of Wisconsin, Madison – Physical Therapy
MBA San Diego State – Business Administration
DPT A. T. Still University – Physical Therapy

Elisabeth McGee, OTR/L, PT, Assistant Professor – FL-SA
BS University of Florida – Health Science Education
MOT University of St. Augustine for Health Sciences – Occupational Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy

Susan McNulty, OTR/L, Assistant Professor – CA-SM
BS University of California, Davis – Human Development
MA University of Southern California – Occupational Therapy
OTD University of Southern California – Occupational Therapy

Larry Mengelkoch, PT, Professor – FL-SA
BS Ohio State University – Zoology
BHS University of Florida – Physical Therapy
MS Florida International University – Physical Education
PhD University of Florida – Exercise Physiology

Marilyn Miller, PT, Associate Professor – CA-SM
BS University of Wisconsin, Stevens Point – Dance
Post-Graduate Certificate US Army Academy of Health Sciences – Physical Therapy
MA University of Arkansas, Little Rock - Gerontology
PhD University of Southern California – Higher Adult and Professional Education

Ulrike Mitchell, PT, Contributing Faculty – DE, CA-SM, TX-AU, FL-SA
BA University of Heidelberg – Romance Languages and Sports Sciences
BSPT Orthopadische Klinik – Physical Therapy
MScPT University of St. Augustine for Health Sciences – Physical Therapy
PhD Brigham Young University – Exercise Science

Sheri Montgomery, OTR/L, Assistant Professor – FL-SA
BS Tufts University – Occupational Therapy
OTD University of Utah – Occupational Therapy

Wanda Nitsch, PT, President; Chief Academic Officer; Professor – CA-SM
BS State University of New York – Physical Therapy
MScPT University of St. Augustine for Health Sciences – Physical Therapy
PhD Capella University – Higher Education Leadership

Karen Noblitt, PT, Contributing Faculty - DE, CA-SM, TX-AU, FL-SA
BSPT Russell Sage College – Physical Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy

Eric Oestmann, PT, Contributing Faculty – DE, CA-SM, TX-AU, FL-SA
BS Black Hills State University – Composite Science/Management
MS University of South Dakota – Physical Therapy
PhD Southwest University – Health Care Administration and Management
PhD Capella University – Health Care Management/Research Methods

Corey Oshikoya, Contributing Faculty - DE, CA-SM, TX-AU, FL-SA
BA West Virginia University – Exercise Physiology
MEd University of Virginia –Athletic Training/Sports Medicine

Cathy Paterson, PhD, Contributing Faculty – DE, CA-SM, TX-AU, FL-SA
BS University of Southern Mississippi – Zoology
MS University of Southern Mississippi – Zoology
PhD University of Florida – Pharmacodynamics

Catherine E. Patla, PT, Contributing Faculty – FL-SA

BS Fairleigh Dickinson University – Biology
PTA Fairleigh Dickinson University – Physical Therapy Assistant
Certificate in PT University of Pennsylvania – Physical Therapy
MMSc Orthopaedics, Emory University – Education
DHSc University of St. Augustine for Health Sciences – Orthopaedics

Kimberly Peer, Contributing Faculty - DE, CA-SM, TX-AU, FL-SA
BS Kent State University – Physical Education
MA Western Michigan University – Physical Education
EdD The University of Akron – Higher Education Administration

Lindsay A. Perry, PT, Assistant Professor – FL-SA
BS University of Florida – Health Science
DPT University of Florida – Physical Therapy

Cheryl Peters-Brinkerhoff, PT, Assistant Director, Flex DPT Program; Assistant Professor – CA-SM, FL-SA
BS Loma Linda University – Physical Therapy
MPT Loma Linda University – Physical Therapy
MA Webster University – Health Care Administration
EdD Walden University – Higher Education and Adult Learning

Stefanie Podlog, Contributing Faculty - DE, CA-SM, TX-AU, FL-SA
RN St. Vinzenz Hospital
BA German Sport University - Nursing
MSc German Sport University
PhD German Sport University – Exercise Science

Ellen Pong, OTR/L, PT, Contributing Faculty – DE, CA-SM, TX-AU, FL-SA
BA Louisiana College – Journalism
MOT University of St. Augustine for Health Sciences – Occupational Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy

Prena Poojary, OTR/L, Instructor – FL-SA
BS Maharashtra University of Health Sciences –Occupational Therapy
MOT University of Pittsburgh – Occupational Therapy
PhD University of Pittsburgh – Assitive Technology

Jose Rafols, OTR/L, OT Program Director – FL-MI, FL-SA
BS East Carolina University – Occupational Therapy
MHSA Barry University – Health Science Administration
OTD Creighton University – Occupational Therapy

Karen Rathgeber, PhD, OTD, Post Professional Program Director – FL-SA
BS Florida International University – Occupational Therapy
MS University of Central Florida – Health Sciences
PhD Walden University – Education

Annie Raymond, PT, Contributing Faculty – DE, CA-SM
BS University of Findlay – Health Science
MPT University of Findlay – Physical Therapy
tDPT Western University of Health Sciences – Physical Therapy

Chad Redwing, Contributing Faculty – FL-SA
BA Arizona State University – Interdisciplinary Humanities
MA University of Chicago - Humanities
PhD University of Chicago - Humanities

Helen Eck Reed, EdD, Assistant Professor – CA-SM
BS Arizona State University - Psychology
MA University of Southern California – Occupational Therapy
EdD San Diego State University - Education

Terri Roberts, OT, Assistant Professor – CA-SM
MSOT Belmont University – Occupational Therapy
OTD Rocky Mountain University – Occupational Therapy

Jeffrey Rot, PT, DPT Program Director, St. Augustine Campus; Associate Professor – FL-SA
BS Illinois State University – Physical Education
MPT Shenandoah University – Physical Therapy
DHSc University of St. Augustine for Health Sciences – Health Science

Jorge Sarmiento, PT, Contributing Faculty – CA-SM
BS University of California – Social Anthropology and Archeology
MBA University of Phoenix – Health Care Management
MSPT University of Findlay – Physical Therapy

Michelle Sawtelle, PT, Instructor – TX-AU
BS University of Texas - Kinesiology
MPT University of Texas Medical Branch – Physical Therapy

Judi Schack-Dugre, PT, Contributing Faculty - DE, CA-SM, TX-AU, FL-SA
BSPT Florida International University – Physical Therapy
MBA Rollins College – Business Administration
DPT University of St. Augustine for Health Sciences – Physical Therapy

Megann Schooley, PT, Assistant Professor – FL-SA
BA Lynn University – Humanities
MPT University of St. Augustine for Health Sciences – Physical Therapy
DPT University of St. Augustine for Health Sciences – Occupational Therapy

Erin Schwier, OT, OT Program Director; Assistant Professor – CA-SM
BS San Diego State University – Child and Family Development
MA University of Southern California – Occupational Therapy
OTD University of Southern California – Occupational Therapy

Kevin Sheridan, OT, Contributing Faculty – DE, CA-SM, TX-AU, FL-SA
BS Eastern Michigan University – Occupational Therapy
MS Central Michigan University – Health Administration
OTD University of St. Augustine for Health Sciences – Occupational Therapy

Rob Sillevis, PT, Contributing Faculty – DE, CA-SM, TX-AU, FL-SA
PT Heerlen Academy, The Netherlands – Physical Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy
PhD Nova Southeastern University – Physical Therapy

Dawn Sitler, PT, Assistant Professor – CA-SM
BSPT California State University – Physical Therapy
DPT A. T. Still University – Physical Therapy

Kayla Smith, PT, Assistant Professor – CA-SM
BS University of California - Biopsychology
MSPT Boston University – Physical Therapy
DScPT Andrews University – Physical Therapy

Thomas Smith, Contributing Faculty – FL-SA
BS University of Northwestern – Sport Studies/Bible
MSS United States Sports Academy – Sports Medicine
DHSc A.T. Still University - Leadership

Martha Sneary, PT, ACCE; Instructor – TX-AU
BSPT University of Oklahoma – Physical Therapy
MS Texas Tech University – Clinical Practice Management
DPT Hardin-Simmons University – Physical Therapy

Gabriel Somarriba, PT, ACCE; Assistant Professor – FL-MI, FL-SA
BS Florida Atlantic University – Exercise Science
DPT University of St. Augustine for Health Sciences – Physical Therapy

Robert Stanborough, PT, Contributing Faculty – FL-SA
BFA Ball State University – Photography
BPT Hogeschool van Amsterdam – Physical Therapy
DPT University of St. Augustine for Health Sciences – Physical Therapy
MHSc University of St. Augustine for Health Sciences – Health Science

Douglas Steele, PT, Assistant Professor – FL-SA
BS Washington University – Physical Therapy
MHS University of Indianapolis – Orthopedic and Sport Physical Therapy
MS University of Florida – Physician Assistant Studies
DPT University of Indianapolis – Physical Therapy
DHS University of Indianapolis – Health Science

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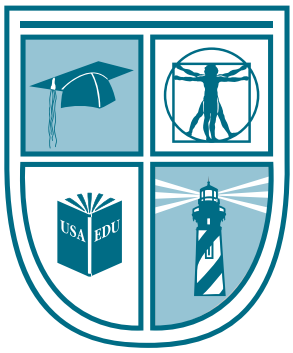
Graduate Certificate OT Temple University – Occupational Therapy
MS Western Maryland College - Education
ScD Towson University – Occupational Science

The 165 foot lighthouse in St. Augustine, Florida, was built between 1871 and 1874and still functions as a working lighthouse today.



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