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Provisions of RSHS Academic Student Handbook

As the educational process from admission through graduation requires continuing review and appropriate approval by University officials, the provisions of this handbook are to be considered directive in character. Information contained in this handbook is accurate and effective as of Fall 2016. The University and School, therefore, reserve the right to change requirements and regulations contained herein, as well as fees, tuition, room and board, and to determine whether an individual has satisfactorily met the requirements for admission or graduation. Once enrolled, students should consult on a regular basis with their Academic Advisor and Faculty Mentor for specific information regarding academic policies pertaining to their respective program. The official and most recent version of the RSHS Academic Student Handbook will always be available on the RSHS website.
UNIVERSITY MISSION AND POLICIES

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

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

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

Notice of Sexual Harassment Policy
No member of the Duquesne University community may sexually harass another. Any employee or student will be subject to disciplinary action for violation of this policy. Questions or complaints of sexual harassment should be directed to the University’s Office of Anti-Discrimination Policy and Compliance.

Student Health Incident/Accident Report
All health-related incidents or accidents occurring in the clinical setting or in campus classrooms/labs involving a student, regardless of severity, are to be reported to the site supervisor or instructor immediately. The Student Health Incident/Accident Report is completed by the instructor/supervisor/student and provided to Nicole Kocon in the RSHS Office of the Dean.

ABOUT THE RANGOS SCHOOL OF HEALTH SCIENCES (RSHS)

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

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

**Administration, Faculty and Staff**
- Office of the Dean Administration and Staff
- Athletic Training Faculty and Staff
- Health Management Systems Faculty
- Occupational Therapy Faculty and Staff
- Physical Therapy Faculty and Staff
- Physician Assistant Studies Faculty and Staff
- Rehabilitation Science Faculty
- Speech-Language Pathology Faculty and Staff

**ACCREDITATION**

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

**Athletic Training**
The Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), in collaboration with the National Athletic Trainers Association, American Academy of Family Physicians, American Academy of Pediatrics, and the American Orthopaedic Society for Sports Medicine. During its most recent evaluation, the program received the maximum award of continuing accreditation. The program is scheduled for its next comprehensive review by CAATE during the 2016-2017 academic year, with an on-site visit in Fall 2016.
**Occupational Therapy**
The entry-level master’s degree occupational therapy program was initially accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) in 1992 and has continued to receive the maximum award of accreditation since. In August 2016, the Department of Occupational Therapy was granted the maximum accreditation status by ACOTE for the entry-level occupational therapy doctorate program, and the entry-level master’s program was reaccredited through 2026. Information regarding the accreditation status is available from ACOTE, 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449; phone: (301) 652-AOTA; website: [www.acoteonline.org](http://www.acoteonline.org).

**Physical Therapy**
The Doctor of Physical Therapy program at Duquesne University is accredited by the Commission on Accreditation on Physical Therapy Education (CAPTE), 111 North Fairfax Street, Alexandria, VA 22314; phone: (703) 706-3245; email: accreditation@apta.org; website: [www.capteonline.org](http://www.capteonline.org). The program was initially accredited on May 12, 1993 and re-accredited in 2008. On March 6, 2001, the Pennsylvania State Board of Education granted approval to Duquesne University for a program in physical therapy leading to a Doctor of Physical Therapy degree. The program is scheduled for its next comprehensive review by CAPTE in 2018.

**Physician Assistant Studies**
The physician assistant studies program was accredited on October 28, 1993, by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), in collaboration with the Accreditation Review Committee on Education for the Physician Assistant (ARC-PA). In 1996, CAAHEP extended accreditation for an additional three years based upon a peer review conducted by ARC-PA and the commission’s Council on Accreditation (CAR). The ARC-PA again visited the program in 1999, 2003, 2007 and 2012. The program is scheduled for its next comprehensive review by ARC-PA in 2022.

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

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

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**STUDENTS WITH DISABILITIES**

Through the Office of Disability Services, Duquesne University provides resources and assistance for students with physical, psychological, and learning disabilities. Learn more about the Office of Disability Services and accommodations for students with disabilities.

Students receiving accommodations may request changes to those accommodations directly from the Office of Disability Services; no accommodation considerations can be offered retroactively to an academic outcome. Academic accommodations do not extend to clinical education.
Students who are registered with the Office of Disability Services and qualify for special accommodations in class must complete the Accommodations Agreement.

**RSHS POLICIES**

**Performance Indicators and Technical Standards**

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

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

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

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

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

- **Motor**: Students must have the ability to participate in basic diagnostic and therapeutic maneuvers and procedures. Motor function must be adequate to fully execute movements required to provide patient care in their respective disciplines which may include dependent transfer of an individual, physical examination techniques and medical procedures. Students must be able to negotiate patient care environments required in their particular discipline and be able to move between settings such as the classroom, health care facility, educational, or community setting. For example, some physical tasks require that students be able to transfer the equivalent of an adult human’s body weight.
Physical stamina sufficient to complete the rigorous course of didactic and clinical study is required. Long periods of sitting, standing, or moving are required in a variety of learning sites.

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

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

**Change in Health Status Policy**
In the event of a change in health that causes a student to be either temporarily or permanently limited in his/her abilities to perform as defined in the Technical Standards and Performance Indicators in the classroom, laboratory, and/or clinical setting, the student is required to follow the Change in Health Status Procedure. If the change in health status does not result in a change in the student’s ability to perform the Technical Standards, then no action is required. This Change in Health Status Procedure must also be followed when a student wishes to return to full participation after having been placed in a restricted or accommodated situation. Failure to follow these procedures will delay the changes needed to re-integrate a student into his/her appropriate and safe level of participation and may impact the students’ program completion date.

**Class Attendance Policy**
Attendance in didactic, laboratory and clinical education courses is an essential part of the professional/accredited phase and will be a strong factor in the assignment of grades. Students are expected to be punctual and prepared for all courses. As students in a professional program, attendance at other relevant learning activities is required. Due to special events, clinical education and other learning opportunities, students’ schedules may vary week to week. A typical schedule will be given to students during registration periods. Students are expected not to schedule other activities, work or appointments between 8:00 a.m. and 5:00 p.m., Monday through Friday, including summers. Some courses or clinical hours may be required on weekends.

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

**Occupational Therapy Students**
In the pre-professional and professional phases of the program, students participate in community engaged learning experiences that occur off campus and which may extend into the early evening hours. In the professional phase of the program, students will participate in clinical education experiences that may include evening and weekend schedules. Special learning events may be added throughout the curriculum. Students are provided prior announcement and are required to attend. Flexibility in changing work schedules and appointments is expected.

**Speech-Language Pathology Students**
In the fifth year of the program, students will participate in off-site clinical practice during the day and on-site classes in the evening. Coursework is typically scheduled two evenings each week, with classes usually ending by 9:00pm. With prior notification, classes and activities may shift times, or a special learning event may be added that students are required to attend. Flexibility in changing work schedules and appointments is expected.
Students Participating in Inter-Collegiate Activities
Directors of intercollegiate activities, such as athletics, are expected to make every effort to schedule events in such a way as to minimize their effect on the academic programs of the participating students. Travel and league scheduling, however, may necessitate that students miss class from time to time. When engaged in a University intercollegiate activity, the student represents Duquesne University.

Such absences shall be excused, but students are required to follow the procedures below in order to receive credit for any missed work:

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

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

The following are prohibited in classrooms, labs, and clinical education and project sites:
- Dirty, provocative, unkempt, worn, unconventional, revealing, torn or cutoff clothing, and inappropriate footwear
- Clothing with obscene, profane or suggestive words, pictures or symbols
- Clothing with advertisements or alcohol, drugs or tobacco products
- Excessive jewelry, including piercings, and makeup
- Baseball caps or other headgear

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

For Labs
Lab coats or other appropriate clothing, protective eyewears, and non-sterile gloves are required in the anatomy lab. Please refer to the course syllabus for details.

Students in some programs will participate in laboratory classes that require clothes that allow for ease of movement and reasonable personal exposure.
For Professional Meetings, Clinical Education Sites and Guest Speakers

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

University Policy on Student Conduct and Disciplinary Action

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

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

RSHS Student Professional Behavior Policy

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

Appeal of Permanent Dismissal

Students with extenuating circumstances that may have impacted their abilities to meet or prevented them from meeting the standards set in the RSHS Student Code of Conduct, have the right to appeal their permanent dismissal decisions (only one time) to the RSHS Academic Integrity/Professional Behavior Committee. It is this Committee’s responsibility to make recommendations to the Dean to uphold or overturn a Permanent Dismissal decision. The final determination of Permanent Dismissal will lie with the Dean and will be final.

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

A student who has been Permanently Dismissed from the RSHS for any of the University and/or RSHS violations listed in the RSHS Student Handbook has the right to appeal to the RSHS Academic Integrity/Professional Behavior Committee if significant extenuating circumstances beyond his or her
control affected the student's ability to meet the stated RSHS professional behavior standards. Appeals must be submitted in writing using the RSHS Academic Integrity/Professional Behavior Committee Appeal Form, by the student, to the RSHS Academic Integrity/Professional Behavior Committee within the specified period of time provided in the official correspondence sent from the RSHS. A student will forfeit his/her opportunity for appeal if that appeal is received after the specified appeal period. A student may add information regarding his/her appeal to the appeal form, or the student may use the form as a guide in writing his/her appeal letter. Supporting documentation (e.g., letter from physician, mental health provider with specific dates) must be included with the student appeal. There is no opportunity at the school-level for a student and/or his/her representative to appear before the RSHS Academic Integrity/Professional Behavior Committee. That Committee will review all cases in a timely manner and make recommendation to the Dean. The Dean will notify the student with the final decision. Should the student seek further appeal of a RSHS decision, the student will be required to file an appeal with the University Provost.

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

Student Input, Suggestions and Complaints
The RSHS values student input, suggestions and complaints in order to consider enhancements and modifications that will result in improving students' academic experience. The goal of this process is to address student complaints effectively and efficiently while ensuring that student, faculty and staff rights, responsibilities, integrity and civility are upheld. The process for dealing with a complaint begins at the departmental level and includes the following sequential steps according to the type of complaint. Students should be advised that in cases where the concern involves illegalities or issues that require more timely interventions, these issues may be acted on more quickly or in a manner beyond those steps outlined here and will follow University protocols.

Step 1: Declare the Type of Concern
A. Specific Course Concerns
If the student concern involves a specific class, then the student should first discuss the issue with the course instructor. If satisfactory resolution is not met for the student, the student can choose to discuss the concern with his/her academic advisor and/or faculty mentor or the Department Chairperson. The student can discuss an issue with an instructor or his/her faculty mentor without placing anything in writing; however, issues shared with the Department Chairperson will be documented. No official complaint will be filed until the student files an official complaint as outlined in Step 2.

B. General Academic Program Concerns not Related to a Course
If a student concern involves general academic issues, then the student should first discuss the issues with his/her academic advisor and/or faculty mentor. If satisfactory resolution is not met for the student, then the student can choose to discuss the concern with the Department Chairperson. The student can discuss an issue with his/her faculty mentor without placing anything in writing; however, issues shared with the Department Chairperson will be documented. No official complaint will be filed until the student files an official complaint as outlined in Step 2.

C. Non-Academic Program Complaints or Concerns
The student should first discuss the issue with his/her academic advisor and/or faculty mentor. If satisfactory resolution is not met for the student, then the student can elect to discuss the concern with the Department Chairperson. Any of these individuals may recommend that the student take action with a non-RSHS entity, if appropriate. The student can discuss an issue with his/her faculty mentor without placing anything in writing; however, issues shared with the Department Chairperson will be
documented. No official complaint will be filed until the student files an official complaint as outlined in Step 2.

**Step 2: File an Official Complaint**
To file an official complaint, the student must bring a written, signed and dated copy of their concern to a pre-arranged appointment with the Chairperson. The Chairperson will formally address only the written complaints submitted by the student. The student can request information in discussions with the Chairperson before placing a complaint in writing, but no formal action can be expected until the student’s written complaint is received.

The Chairperson has the responsibility to advise the student to follow published grievance procedures regarding the matter in order to protect the student’s confidentiality if the complaint can be better handled through this policy, which means the nature, disposition and student making the complaint will be discussed with all parties that need to be involved for resolution.

If the Chairperson is unable to resolve the student’s concern, then the written student statement along with a written statement from the Chairperson is forwarded to the Dean, and the student must make an appointment with the Dean to seek resolution. The student can submit to the Dean an additional statement updating his or her understanding of the current nature and disposition of the complaint after meeting with the Chairperson, if desired.

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

**Student Email Policy**
A student’s Duquesne University email account is the official method of communication for Duquesne administrative matters and activities. Students are required to check their account periodically for time-sensitive notices such as billing notifications, insurance requirements or other important alerts or notices requiring a timely response. Notices sent to a student’s Duquesne University email address will be considered received one day following the date the notice is posted to the student’s email account. Failure to check their email account does not excuse students or exempt them from any actions required of them by the University. Students have the ability to forward their Duquesne University email account to one that is checked more frequently to ensure they do not miss any important information.

**FACILITIES AND EQUIPMENT**

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

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

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

At the discretion of the faculty, teaching and research laboratories are available to students outside of class time. The Health Sciences Building is open Monday through Thursday from 6:30 a.m. to 10:00 p.m.; Friday from 6:30 a.m. to 9:00 p.m.; Saturday from 6:30 a.m. to 5:00 p.m.; and Sunday from 10:00 a.m. to 8:00 p.m. Fisher Hall (skywalk entrance) is open Monday through Friday from 6:30 a.m. to 10:00 p.m. and Saturday from 6:30 a.m. to 5:00 p.m. Fisher Hall is closed on Sunday. Libermann Hall is open Monday through Friday from 7:00 a.m. to 6:00 p.m. and is closed on Saturday and Sunday. Even during open hours, entrance to Libermann Hall from Diamond Street entrance requires swiping a valid DU Card. A valid DU Card will also provide access to Libermann Hall through all entrances during extended hours: Monday through Thursday until 7:00 p.m.; Friday until 8:30 p.m.; and Saturday from 7:00 a.m. to 4:00 p.m.

View the campus map

Behavior and Maintenance of RSHS Facilities and Equipment

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

All faculty, staff, and students who utilize the RSHS facilities and equipment are expected to treat those facilities and equipment with respect. Students must refrain from utilizing any equipment or facility without the appropriate supervision or permission of a RSHS faculty or staff member. All equipment should be cleaned and returned to the location from which it was taken in the same condition as it was at the time of use. Departmental permission is needed to access RSHS facilities outside of regular course meeting times. Behaviors or actions that detract from the appearance of the building, appearance or function of equipment, or the integrity of its academic programs will not be tolerated and may be cause for dismissal from the RSHS.
EDUCATIONAL EXPENSES AND FINANCIAL AID

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

Undergraduate Students
The University charges all undergraduate students carrying 12-18 credits per semester a flat-rate tuition. Charges for Orientation, lab breakage fees, and room and board and separate. View the flat-rate tuition rates.

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

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

Graduate Students
The University charges all graduate students on a per credit basis. View the graduate tuition rates

Additional Educational Expenses

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

Professional/Accredited Phase
Additional expenses for all programs may include the purchase of a lab coat and lab clothes; lab materials fees (e.g., splinting, adaptive equipment materials), medical instruments for laboratory work or professional practice; computer software; clinical education costs (e.g., travel and living expenses); and fees for health and criminal background clearances, certification, licensure and registration.

Information on required supplies will be provided to all students during their professional orientation program(s).

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

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

Billing and Payment Process
A comprehensive invoice that confirms the class schedule of courses for which the student is registered and lists tuition, fees, housing charges, deposits, financial aid awards, and balance due will be available online for all registered students a month before classes begin. Every month that a balance is due, an email is sent to students’ official University email address, announcing that the eBill is available for viewing and payment. In order to access your eBill statement, login to DORI and select: Self Service Banner >Student Information >Student Account >Access QuikPay. You can also view your account status, which displays real time activity, through the QuikPay system. If you have difficulties logging in,
Financial Aid and Scholarship Assistance
Students enrolled in any of the entry-level master's degree or doctoral degree programs should be aware that, for financial reasons, the RSHS considers students to be graduate students upon completion of the spring semester of their fourth year. Students are strongly advised to consult with the Financial Aid Office regarding their eligibility for aid as graduate students, particularly in light of the high credit loads and summer course work involved in the final one or two years of the professional/accredited phase. Review the list of RSHS Additional Financial Aid Resources.

REGISTRATION AND ENROLLMENT

Enrollment Status

Admissions and Enrollment Status
Students are accepted into a particular RSHS program (e.g., athletic training), class level (e.g., second year of the program), and academic term (e.g., Fall 2016).

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

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

Active Status
Any student who wishes to maintain his/her seat within a program must maintain continuous enrollment within the RSHS (this includes a leave of absence) for all semesters until such the time that the student graduates or leaves the University. Once a student fails to register for a required semester, that student forfeits his/her seat in his/her respective program.

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

Change of Major/Program

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

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

Students should make any transfer decisions at least one month prior to the start of a registration period in order to allow sufficient time to explore major and course options before registration occurs. Once the internal transfer process has been completed, the student’s seat in his/her RSHS program will be considered officially terminated.

Registration Cancellation and Complete Withdrawal from the University

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

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

RSHS Policy
Once students cancel their registration or completely withdraw from the RSHS, they forfeit their seat in their respective program, and any financial aid for which they may have been eligible is canceled. All non-title IV federal funds will be returned to the source, if applicable. Title IV funds will be pro-rated per federal regulations, if applicable.

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

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

Readmission
Students who voluntarily withdraw from the University must apply for readmission through the Office of Admissions regardless of the time interval involved since withdrawal. Students who do not enroll at
the University for two consecutive traditional academic terms (Fall and Spring Semester) also must apply for readmission through the Office of Admissions. Students who are no longer enrolled, but graduated from Duquesne University, and are interested in another undergraduate program at Duquesne must apply as a second degree student through the Office of Admissions.

RSHS students who have left their program in good academic standing may apply for readmission through the Office of Admissions into the same RSHS academic program, with approval of the Department Chairperson. Former RSHS students who have been dismissed because of academic difficulties or violations of professional conduct cannot apply for readmission into the same academic program.

Students who were dismissed for academic reasons must appeal to the Student Standing Committee after the application has been submitted to the Admissions Office. Prior to being readmitted, all outstanding financial and/or judiciary issues must be resolved.

**Registration**

**Registration Process**

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

**Pre-Professional Phase**

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

**Professional/Accredited Phase**

Professional/accredited phase students will be registered by their academic advisor. These students will not need to schedule individual appointments.

**Registration Periods**

Current students will be contacted by their academic advisor regarding upcoming registration activities. Registration for the summer and fall semesters normally occurs in March/April, and registration for the spring semester normally occurs in October/November. Special student groups (e.g., athletes, Honors College students, ROTC, Special Student Services) register first, followed by seniors, then juniors, then sophomores, then freshmen. Students are strongly encouraged to register as early as possible to ensure a better selection of classes and class times.

In order to register, a current student must:

1. Have fulfilled all financial obligations to the University for the previous semester.
2. Remove any University financial, immunization, or academic hold on his/her record.
3. Schedule an appointment to meet with his/her academic advisor, if in the pre-professional phase.

Students who are unable to remove financial, immunization, or academic holds on their registrations are still strongly encouraged to meet with their academic advisors during registration to discuss future course options. Learn more about course registration.
**Final Registration**
The first week of classes (fall and spring semesters) represents the drop/add and final registration period. All students must be registered by the end of the Final Registration period.

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

**Academic Load**

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

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

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

**Pre-Professional Phase**
Students normally carry 15-18 credits each semester. Students required or electing to take summer course work normally carry no more than 12 credits in a summer semester. To determine an appropriate summer load, the amount and type of summer classes, as well as the length and pace of the course(s) involved, should be considered.

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

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

**Students on Academic Probation**
The RSHS places no credit restrictions on students on academic probation. However, these students may have to enroll in future summer course work to ensure they will fulfill all their program requirements in time for entry into the professional/accredited phase.
Students Following a Part-Time Schedule
Students in the pre-professional phase, primarily those who have previous transfer credits, may work with their academic advisor to develop a part-time course plan. Evening course work is available at the University in the areas of the University core and humanities. Students must be aware that RSHS programs are full-time day programs. While the RSHS respects the need for a flexible academic schedule, students may not be able to continue outside obligations such as work, while enrolled in the professional/accredited phases of the programs.

Professional/Accredited Phase
Throughout the entire professional/accredited phase, students can expect to carry full-time credit loads each semester, including summer, in most programs. Full-time schedules often include evenings. Students should carefully consider the feasibility of handling work and other obligations during this intensive and time-consuming professional/accredited portion of the program.

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

STUDENT RECORDS

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

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

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

Semester Grades
Students can see their semester grades after the end of the final exam period each semester by clicking on the Final Grades link under Student Information > Student Records in the DORI Self Service Banner.
The academic advisor reviews each student's semester grades to determine any course and/or QPA deficiencies. However, it is the student's responsibility to contact his/her academic advisor and/or faculty advisor to discuss any deficiencies or incorrect grades to determine necessary action. Students should carefully examine all grades for accuracy and immediately inform their course instructors of any errors.

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

Requests for Verification of Enrollment and Academic Status
Requests for verification of enrollment or academic status for insurance, scholarship, general funding or other consideration may be made by the student through DORI: Self Service Banner > Student Information > Student Records > Request Enrollment Verification, or through the Office of the University Registrar. If detailed information or a reference or evaluation from the Dean or faculty is required, the request should be sent directly to that individual well in advance of the deadline for submission. Requests made through the academic advisor for specific QPA or credit information should be made at least one week in advance.

**BACHELOR’S DEGREES**

**Athletic Training**
The RSHS offers a four-year bachelor’s degree program in athletic training (Bachelor of Science in Athletic Training) that follows a traditional curricular design. The academic model for this program is two years of liberal arts and science requirements followed by two years of professional education. Athletic Training students will have one professional course with an associated laboratory in each of the sophomore year semesters.

View the Athletic Training Curriculum

**Health Management Systems**
The RSHS offers a four-year bachelor’s degree program in health management systems (Bachelor of Science in Health Management Systems) that follows a traditional curricular design. The academic model for this program is two years of liberal arts, science and business requirements followed by two years of professional education. The program offers two tracks: Traditional and Pre-Health.

View the Health Management Systems Traditional Track Curriculum
View the Health Management Systems Pre-Health Track Curriculum

**MASTER’S AND DOCTORAL DEGREES**

**Athletic Training**
The Department of Athletic Training is currently developing both a five-year professional master’s degree and a two-year post-baccalaureate professional master’s degree (Master in Athletic Training). These graduate level programs will prepare students to be advanced entry level athletic trainers, who are scholarly-minded and committed to evidence-based, patient-centered care. Students currently enrolled in the four-year Bachelor of Science in Athletic Training program, who wish to stay at the
University for an additional three semesters (one year and one summer) to develop these advanced clinical skills and expertise, will be offered the option to enroll when it becomes available.

**Health Management Systems**
The Master of Health Management Systems program is a 36-credit, project-oriented, problem-based curriculum.

View the Master of Health Management Systems Curriculum

**Occupational Therapy**
The RSHS offers a five-year entry-level master's degree program in occupational therapy (Master of Science) and a six-year entry-level doctoral degree program in occupational therapy (Occupational Therapy Doctorate). The academic model for these programs are two and a half years of liberal arts and science requirements, followed by two and a half years of professional education for the Master of Science degree and three and one half years of professional education for the Occupational Therapy Doctorate degree. Typically, professional-level education occurs on a year-round basis during the fall, spring, and summer semesters. These models are unique and provide the RSHS faculty the opportunity to maximally utilize the excellent core curriculum and science offerings at Duquesne as the basis for creative, professional curricula.

Students in the entry-level master's program are awarded a Bachelor of Science in Health Sciences at the end of the fourth year and a Master of Science degree at the end of the fifth year. Students who have already earned a bachelor's degree will not be awarded a B.S. in Health Sciences but will work directly toward the Master's degree. Students in the entry-level doctoral program are awarded a Bachelor of Science in Health Sciences at the end of the fourth year and an Occupational Therapy Doctorate at the end of the sixth year. Students who have already earned a bachelor's degree will not be awarded a M.S. degree but will work directly toward the doctorate degree.

View the Entry-Level Master of Science in Occupational Therapy Curriculum
View the Entry-Level Occupational Therapy Doctorate Curriculum

The occupational therapy program also has a two-year post-baccalaureate program that begins in January each year. The program is designed for students who have earned bachelor's degrees in their disciplines or who have earned degrees in a different major and have completed additional prerequisite courses.

View the Post-Baccalaureate Master of Science in Occupational Therapy/OTD Curriculum

**Physical Therapy**
The RSHS offers a six-year entry-level doctoral degree program in physical therapy (Doctor of Physical Therapy). Students may enter as freshmen and participate in the six-year program that is comprised of three pre-professional years and three professional years of study. These students will graduate with a Bachelor of Science in Health Sciences degree and a Bachelor's Degree with a major in Biology upon completion of the fourth year, and a Doctor of Physical Therapy degree upon completion of the sixth year.

View the Entry-Level Doctor of Physical Therapy Curriculum

Students may also enter the program at the start of the three year professional phase, after receiving an undergraduate degree.

View the Post-Baccalaureate Doctor of Physical Therapy Curriculum
All students who are granted the Doctor of Physical Therapy degree are eligible to take the national licensing exam that allows them to practice physical therapy.

**Physician Assistant Studies**
The RSHS offers a five-year entry-level master’s degree program in physician assistant studies (Master of Physician Assistant Studies). The academic model for physician assistant studies is three years of liberal arts and science requirements followed by two years of accredited education. Typically, accredited education occurs on a year-round basis during the fall, spring, and summer semesters. This model is unique for this profession and provides the RSHS faculty the opportunity to maximally utilize the excellent core curriculum and science offerings at Duquesne as the basis for creative, professional curricula. Students in the entry-level program master's program are awarded a Bachelor of Science in Health Sciences at the end of the fourth year and a Master of Physician Assistant Studies at the end of the fifth year. Students who have already earned a bachelor’s degree will not be awarded a Bachelor of Science in Health Sciences but will work directly toward the master’s degree.

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

**Rehabilitation Science**
The Graduate Program in Rehabilitation Science offers a Ph.D. (72 credits) degree. The program in Rehabilitation Science is a specialized curriculum in Orthopedics & Clinical Biomechanics. The curriculum is an integrative endeavor of the Departments of Athletic Training, Occupational Therapy and Physical Therapy. The academic course of study and the research focus are designed to meet the academic needs of the student and the collaborative research initiatives of the student and faculty. Graduates of the program will be productive members of the academic community who are engaged in teaching, scholarship and service.

[View the Doctor of Philosophy in Rehabilitation Science Curriculum]

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

[View the Entry-Level Master of Science in Speech-Language Pathology Curriculum]
[View the Post-Baccalaureate Master of Science in Speech-Language Pathology Curriculum]

**JOINT DEGREES**
The requirements for the joint and second degree opportunities are more rigorous and involve more time and coursework than do any of the programs individually. Students also should be aware that the continuation in any of these joint or second degree programs will have tuition and financial aid implications. Interested students are encouraged to investigate these implications and seek guidance through the Office of Financial Aid.
Enrollment is limited in some of these joint degree programs; therefore, admission is competitive. Students transferring into these majors must be admitted and enrolled in courses for the major to be considered for these joint degree programs.

**Athletic Training/Master of Physician Assistant Studies**
The RSHS offers a joint degree opportunity between the Athletic Training and Physician Assistant Studies programs (AT/MPAS), which is open to students in the Athletic Training program.

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

**Athletic Training/Master of Science in Education**
Majors in Athletic Training have the opportunity to complement their Bachelor of Science degree with a Master of Science in Education degree, with eligibility for an Instructional I Certificate in Secondary Biology.

**Master of Health Management Systems/Master of Business Administration**
A joint MHMS/MBA option is available to those who have been granted admission into the MBA program, as well.

Learn more about the Joint Degree programs

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**RSHS International Linkage Programs**

**China International Linkage Programs**
Duquesne University has developed, in collaboration with universities in China, a linkage program that allows for the exchange of masters and doctoral students, as well as faculty. There are three different degree tracks available to Chinese students who have at least earned a minimum of a bachelor’s degree in health and/or rehabilitation-related areas at Chinese Universities. The Master of Physical Therapy degree and the Master of Science in Rehabilitation Science degree with concentrations in either Occupational Therapy or Speech-Language Pathology are awarded to students who complete a minimum of 30 credits in a defined program. The Master of Physical Therapy degree is not accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Students in these programs spend one year (3 academic semesters) on Duquesne’s campus where they have all the same rights and responsibilities as other Duquesne students. Once admitted to this program, a student must maintain a minimum of a 3.0 QPA every semester and have a minimum 3.0 to graduate with the master’s degree.

**Athlone Institute of Technology Articulation Agreement**
Duquesne University has entered into an articulation agreement with the Athletic Rehabilitation Therapy Program at Athlone Institute of Technology (AIT), Ireland. As part of this agreement, students from AIT are able to complete an intensive, semester long, clinical education experience through the Department of Athletic Training. In addition to following clinical education guidelines mandated by the Department of Athletic Training, students from AIT are required to complete the educational requirements set forth by AIT. This partnership also provides professional phase Athletic Training students to engage in a Spring Break Away experience to Ireland.
RSHS INTERNATIONAL SHORT STUDY PROGRAMS

**Summer Study Abroad in East Africa**
Health, Disability & Social Justice – An International Inter-professional Community Engaged Learning Experience (OCCT-370/570 or AFST-370) in Tanzania, East Africa. This 3-credit course is typically offered every other year in late June/early July. Students engage in an inter-professional, interdisciplinary immersion experience in Tanzania, East Africa. Students address community-identified continuing education needs providing health service and training modules as requested at a variety of health clinics, hospitals, rehabilitation center, schools and/or universities. Students learn from health care professionals in Tanzania through formal presentations and issues related to global health, disability and social justice.

**MayAway - Australia**
The aim of this course is to expand the global diversity of Health Science students through examination of the culture and healthcare structure in the international setting of Australia. Social and scientific factors as related to health beliefs and practices of the healthcare delivery system of Australia will be examined and will include a focus on care for the physically active. Critical analysis of selected topics will be accomplished, and this course will be open to students enrolled in all programs of study within the Rangos School of Health Sciences without the need for prerequisite courses.

**MayAway - China**
This program gives students the opportunity to tour public and private hospitals, outpatient clinics, public health facilities, and institutes in which medical and health professionals are trained, interact with students in Allied Health and Medicine, clinicians and health care personnel in China. During the trip, students will have opportunities to compare and contrast the Chinese healthcare systems to the US system and discuss how patient care can be impacted. Students will also attend 3-/4-day course at universities that are partnering with Duquesne University. The course covers a variety of aspects of Traditional Chinese Medicine (TCM), teaches introduction of Taiqu, Qigong, cupping and acupuncture that have been inseparable components to TCM, along with Chinese culture and history. Upon completion of the 3-/4-day course, each student will be conferred with a Certificate of TCM. There are no prerequisite courses. Information will be distributed to students during the fall semester and a series of pre-departure class meetings will be held during the spring semester.

**SpringBreakAway - Geneva, Switzerland**
The Disparities in Healthcare is a 3 credit, 200-level course offered within the RSHS. The course provides a broad introduction into cultural themes of health, illness and healthcare by critically reviewing existing social inequalities and cultural perspectives. While biological explanations for health and disease are considered in this course, the class materials focus on health consequences of socioeconomic status, environment, race, religion and gender. The travel during spring break to Geneva, Switzerland will expose students to efforts geared toward eliminating world-wide health disparities. Students will visit the European headquarters of the United Nations, the International Red Cross, and the High Commission for Refugees. These three international authorities play pivotal roles in human rights and greater access to quality healthcare.

**SpringBreakAway - Ireland**
Injuries are an inherent part of any sport, yet healthcare designed to manage these injuries and conditions differs globally. This study abroad course, Ireland and Athletic Training, is designed to provide students with an opportunity to examine, explore, and engage in athletic healthcare and sports performance in Ireland. Students will also gain an appreciation of how integrated athlete/patient care (injury prevention, injury management, and performance enhancement) can be integrated into a
broader community setting. Students will also gain an appreciation for the similarities and differences between athletic training and athletic rehabilitation therapy. Opportunities to develop an appreciation for Irish history, cultural, politics and religion will also be provided through a variety of tours and site visits. This course is available only for athletic training students, with travel occurring during the week of Spring Break. This course was developed as part of the educational articulation agreement between the Duquesne University Department of Athletic Training and Athlone Institute of Technology’s Athletic Rehabilitation Therapy Program.

**INTER-SCHOOL MAJORS, MINORS AND CERTIFICATES**

Students interested in pursuing an inter-school minor within the McAnulty College and Graduate School of Liberal Arts, Bayer School of Natural and Environmental Sciences, Palumbo-Donahue School of Business, or School of Education should work with their RSHS academic advisor to discuss minor requirements and the minor declaration process. While the academic advisor will assist in identifying the appropriate course work for the minor, it is the student’s responsibility to verify the courses with the appropriate department. Students should also carefully investigate the implications of an increased course and credit load, as well as ensure they will be able to complete all RSHS program requirements in time for entry into the professional/accredited phase of their program.

**Minor in Special Education**
The School of Education’s Special Education program offers specific minors for occupational therapy and speech-language pathology students. For more information, contact the Special Education Program.

**Certificate in Business Management**
RSHS students may obtain a Certificate in Business Management from the Palumbo-Donahue School of Business. Students are strongly urged to register for the program by the end of their freshman year. In most cases, it will take three years to complete the program.

Learn more about the Certificate in Business Management

**RSHS AND UNIVERSITY GENERAL POLICIES**

**RSHS English Language Proficiency Policy**
Since English is the language of instruction at Duquesne University, all accepted undergraduate and graduate students whose first language is other than English are required to sit for English language placement tests as part of their arrival program. In some programs, students may be permitted to take full-time or partial courses in their academic major or need to study additional English before academic courses, based on the results of the placement exam.

Read the complete RSHS English Language Proficiency Policy

**RSHS Class Recording Policy**
Use of any recording device is prohibited in any didactic or clinical course/experience without prior written permission of the course instructor/supervisor and subjects being recorded. When permitted to record, the student must understand (1) that a single recording is to be made, (2) that it is not to be duplicated, excerpted, transferred, placed on the internet, or shared with others, (3) all HIPAA laws will be followed, and (4) that the recording is to be erased at the end of the semester or before, as requested by any of the interested parties mentioned above. Failure to abide by this policy will be considered to be a violation of the University Code of Conduct and the RSHS Student Code of Conduct.
RSHS Social Media Policy

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

**DO**
- Comply with all HIPAA laws. Violations may result in legal action against the student, automatic failure of a class or clinical rotation, and possibly dismissal from the program.
- Demonstrate respect in the content of postings, messages, chats, etc.

**DON’T**
- Disclose any information about your clinical experience.
- Post anything that includes references or pictures related to: patients, models, or cadavers; their conditions, treatment, characteristics, etc.; clinical sites or clinical instructors (no criticism about a site or instructor); associated personnel at a clinical rotation (including other students); or any information about what is happening during a clinical experience.
- Ask your supervisor, patient or client to “friend” you while on a clinical rotation; this puts all parties in a potentially awkward and inappropriate situation.
- Maintain social media relationships with faculty or staff outside of course or clinical requirements.

Social media examples include but are not limited to:
- Email
- Social networking sites (e.g., Facebook)
- Video and Photo sharing sites (e.g., Snapchat, YouTube, Snapfish, Flickr, Instagram)
- Micro blogging sites (e.g., Twitter, Tumblr, FriendFeed)
- Messaging or chatting via any social networking medium
- Weblogs and online forums or discussion boards
- Any other website or online software applications that allow individual users to post or publish content via the internet.

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

Duquesne University and the RSHS believe that academic integrity is a vital part of student responsibility. Each student’s grade(s) should reflect only that student’s achievement. Thus, it is the student’s responsibility to maintain academic integrity in regard to class assignments, examinations and all other course requirements. Charges of academic dishonesty will be investigated thoroughly. Cheating, plagiarism, and knowingly assisting other student(s) who violate academic integrity will not be tolerated and will be acted upon to the fullest extent possible. What constitutes violation of academic integrity, the University’s response to those violations, and student rights of appeal in regard to charges of such violations, are further explained in the Code of Student Rights, Responsibilities and Conduct, the University Academic Integrity Policy, and the RSHS Student Code of Conduct.

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

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

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

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

• Plagiarism may include the submission of a paper prepared in whole or in part by another person or agency engaged in providing or selling term papers or other academic materials.

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

**Misuse of Documents**
• Misuse may include, but is not limited to, forgery, alteration, or improper use of any University document, record, or instrument of identification (written or computerized).

• Misappropriation, mutilation, or destruction of tangible assets such as books, journals, electronic data, and related resources available in libraries and offices.

**Assistance in the Violation of Academic Integrity**
• Assistance may include, but is not limited to, any knowing facilitation of intellectual dishonesty by another person or persons.

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

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

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

The procedures that follow are practical suggestions for promoting a positive academic environment founded on scholarship, inquiry, the pursuit of excellence, and mutual trust. As such, they are neither comprehensive nor exhaustive, but are intended to guide prevention, education, communication, policy review, effective administration and individual action.
Students:
- learn what Academic Integrity means and why it is vital to the Mission of the Duquesne University community
- ask the course instructor whenever unsure of what may constitute plagiarism or cheating, or if uncertain of what resources or tools may be used in completing an assignment or exam
- identify resources (websites, Librarians, Resident Advisors) that may be consulted when faced with questions about when and how to cite works consulted
- carefully document all research and work done in the completion of each assignment for which other resources are consulted
- alert course faculty or School administrators upon learning that another student may have cheated or plagiarized

**Grading System and Computation of QPA**

**Grading System**
Non-RSHS courses will be evaluated following the University grading system. Faculty are to announce at the first class meeting whether or not +/- grades will be used in the course. Once the grading policy has been established for the course, it will remain in effect for the entire semester and cannot be changed.

RSHS courses will use the below scale to rate the academic performance of students. The RSHS does not use plus/minus grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Distinguished Scholarly Work</td>
</tr>
<tr>
<td>B</td>
<td>Normal Progress Toward Degree</td>
</tr>
<tr>
<td>C</td>
<td>Warning – Student Subject to Faculty Action</td>
</tr>
<tr>
<td>D</td>
<td>Failure by RSHS Policy (Upon approval, course may be repeated for credit only if QPA requirement is met)</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>H</td>
<td>Honors (Used to designate exceptional performance in a Pass/Not Pass graded course. Indicates completion of course work with credits earned and with honors but without quality points and is independent of the Quality Point System.)</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (An instructor, at his or her discretion, may assign an incomplete ‘I’ grade at the conclusion of a term. Work must be completed and final grades submitted no later than the deadlines specified in the Academic Calendar. Incomplete grades that remain past the deadline will be converted to final and permanent grades of ‘F’.)</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress (For courses such as practicums, internships, and dissertation study, faculty members have the option to assign an ‘IP’ grade. The ‘IP’ grade does not convert to an ‘F’ if not changed after one year but must be changed to a final and passing grade for graduation clearance.)</td>
</tr>
<tr>
<td>N</td>
<td>Not Passing (Used to indicate Failure in a Pass/Not Pass graded course and is independent of the Quality Point System. Courses may be repeated only once for credit with approval of Department Chairperson.)</td>
</tr>
<tr>
<td>NG</td>
<td>Not Graded (Used to indicate that no grade is issued for a course, e.g., labs.)</td>
</tr>
</tbody>
</table>
Students who choose to take an extra elective course and would like to do so on a pass/not pass basis must discuss this with their academic advisor and fill out the Pass/Fail Election Declaration Form. Courses taken pass/not pass may not later be changed to a letter grade. Pre-professional phase students interested in Dean's List distinction should realize they must have 12 credits exclusive of pass/not pass credits for consideration.

**Note:** Although University policy considers 'D' an acceptable passing grade, RSHS policy requires a 'C' or better in all course work. University Core courses are not exempt from this requirement. All 'D' and 'F' grades must be repeated and, in some cases, may result in Academic Standing implications. Read more about Academic Standing.

### Computation of Quality Point Average (QPA)

QPA is the ratio expressed to the nearest hundredth of the sum of A, B, C, D and F received to the sum of quality points earned. The quality point values of these grades are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

**Duquesne University QPA versus RSHS QPA**

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

The Duquesne University QPA is the cumulative QPA for all courses taken at the University, regardless of whether they were taken within the pre-professional or professional/accredited phase. This QPA will include any cross-registered courses and any courses a student may have taken beyond the requirements for a student’s particular program. This is the QPA reflected on the Duquesne University transcript and, therefore, the QPA used by the University and outside sources for reporting purposes for verification and scholarship/employment consideration.
If a student opts to take any elective(s) at Duquesne University beyond those required for his/her particular program, the elective(s) will affect the calculation of the Duquesne University QPA and may possibly affect tuition and have financial aid implications.

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

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**ACADEMIC STANDING**

**Good Academic Standing and Dean’s List**

**Good Academic Standing**
To be in good academic standing, the following program-specific minimum QPAs and grades must be earned.

<table>
<thead>
<tr>
<th>Program</th>
<th>Pre-Professional Phase</th>
<th>Professional/Accredited Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Athletic Training</strong></td>
<td>• 2.75 semester and cumulative QPA</td>
<td>• 3.0 semester and cumulative QPA</td>
</tr>
<tr>
<td></td>
<td>• ‘C’ or better in all courses</td>
<td>• ‘C’ or better in all letter-graded courses</td>
</tr>
<tr>
<td></td>
<td>• ‘P’ or ‘H’ in all honors/pass/not pass courses</td>
<td>• ‘P’ or ‘H’ in all honors/pass/not pass courses</td>
</tr>
<tr>
<td><strong>Health Management Systems</strong></td>
<td>• 2.75 semester and cumulative QPA</td>
<td>• 3.0 semester and cumulative QPA</td>
</tr>
<tr>
<td></td>
<td>• ‘C’ or better in all courses</td>
<td>• ‘C’ or better in all letter-graded courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ‘P’ or ‘H’ in all honors/pass/not pass courses</td>
</tr>
<tr>
<td><strong>Occupational Therapy</strong></td>
<td>• 3.0 semester and cumulative QPA</td>
<td>• 3.0 semester and cumulative QPA</td>
</tr>
<tr>
<td></td>
<td>• ‘C’ or better in all courses</td>
<td>• ‘C’ or better in all letter-graded courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ‘P’ or ‘H’ in all honors/pass/not pass courses</td>
</tr>
<tr>
<td><strong>Physical Therapy</strong></td>
<td>• 3.0 QPA by end of pre-professional phase</td>
<td>• 3.0 semester and cumulative QPA</td>
</tr>
<tr>
<td></td>
<td>• ‘C’ or better in all courses</td>
<td>• ‘C’ or better in all letter-graded courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ‘P’ or ‘H’ in all honors/pass/not pass courses</td>
</tr>
<tr>
<td><strong>Physician Assistant Studies</strong></td>
<td>• 3.0 semester and cumulative QPA</td>
<td>• 3.0 semester and cumulative QPA</td>
</tr>
<tr>
<td></td>
<td>• ‘C’ or better in all courses</td>
<td>• ‘C’ or better in all letter-graded courses</td>
</tr>
</tbody>
</table>
Dean’s List
To achieve distinction of being named to the Dean’s List, students must have a record for a semester that shows completion of a full-time schedule, a QPA of at least 3.5, no grade lower than a ‘C’, and no ‘I’ or ‘N’ grades. The full-time schedule must include at least 12 credits exclusive of pass/no pass credits.

Academic Probation

Freshmen Academic Warning
Freshmen will be placed on academic warning upon completion of the first semester if their semester QPA falls below the required minimum for their respective program. Academic warning is not posted on students’ transcripts.

Pre-Professional Academic Policy
Except for first semester freshmen, students who fail to meet the pre-professional academic standards delineated above will be placed on academic probation beginning the following semester. Academic probation is not posted on students’ transcripts. Students may only be on Academic Probation one time during the pre-professional phase. A second violation of pre-professional academic standing will result in a student’s permanent dismissal. If a student on academic probation completes the pre-professional phase with no further academic difficulties and meets the minimum academic standards to matriculate into the professional/accredited phase, the probationary status will be removed, and the student may begin the professional/accredited phase with a clean academic record. The exception to this policy occurs, for all programs with the exception of Athletic Training and Health Management Systems (BS program), when the student is placed on academic probation during his/her last pre-professional semester. In this case, the student begins the professional/accredited phase on academic probation and may not fall below the professional/accredited phase academic standards again at any other time during the professional/accredited phase. Falling below the professional/accredited standards in these cases will result in a student’s permanent academic dismissal.

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

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

Academic Dismissal

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

1. They fail three courses within any one semester, or
2. Their cumulative QPA is:
   a. Less than 1.50 – for students who have attempted 15-30 credits or more than 30 credits in one year.
   b. Less than 1.75 – for students who have attempted 31-60 credits or who have attempted up to 61 credits within four semesters.
   c. Less than 2.0 – for students who have attempted 90 credits or more.

RSHS Pre-Professional Phase Policy
Pre-professional phase students are subject to dismissal from the RSHS for any one or more of the following reasons:

1. They were admitted into the University and/or the RSHS on probation and subsequently fail to achieve the minimum required QPA for their program during their first semester as a sophomore or junior within the University and/or the RSHS.
2. They fail to achieve the required grade of ‘C’ or better in a course upon the second attempt.
3. They fail to meet the RSHS academic or program requirements (e.g., a student who fails to submit required documentation, or a student who fails to successfully complete the program interview and receive a recommendation from the Admissions Committee).
4. They exhibit behavior detrimental to their profession, including failure to demonstrate ethical and/or professional behavior and services.
RSHS Professional/Accredited Phase Policy

Students are subject to dismissal from the RSHS for any one or more of the following reasons:

1. The student failed to achieve a semester QPA of 3.0 after being on professional/accredited phase academic probation or after entering into the professional/accredited phase on academic probation.

2. After being on professional/accredited phase academic probation or after entering the professional/accredited phase on academic probation, the student failed to achieve a passing grade in a course or clinical education experience upon the second attempt, regardless of the semester QPA, after being on professional/accredited phase probation.

3. The student failed to achieve the required grade of ‘C’ or ‘P/H’ in a RSHS professional/accredited phase course, regardless of the semester QPA, after already being on professional/accredited phase academic probation or after entering the professional/accredited phase on academic probation.

4. The student failed to successfully repeat a not-passing clinical education experience. A second not-passing grade will result in academic dismissal from the RSHS.

5. The student failed to meet the RSHS academic or program requirements (e.g., a student who did not complete health requirements for entry into clinical education).

6. The student exhibited behavior detrimental to his/her profession, including but not limited to failure to demonstrate safe, ethical, and/or professional behavior.

Student Options Upon Notification of Academic Dismissal

Student Standing Committee and the Academic Grievance Procedure

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

1. Discussion and decisions on current academic policy and any departure by students from academic policy or curricular requirements.

2. Enforcement of the policies of academic standing and placement of students on academic warning, academic probation or academic dismissal.

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

Students should be aware that, for the purposes of Student Standing Committee action, the RSHS reviews students’ grades and semester QPA to date, pending a change of grade or removal of an ‘I’ grade. Once a change of grade has been received or students complete an ‘I,’ the Committee will make the adjustments as necessary to accurately reflect the students’ academic standing.

Appeal of Academic Dismissal and Reinstatement to the RSHS

Students who have been academically dismissed from the RSHS have the right to appeal when significant extenuating circumstances affected their ability to perform academically. This appeal process should be discussed with their academic and/or faculty advisor before a formal appeal is sent, in writing to the Office of the Dean, by the deadline indicated in the initial dismissal notification letter.
The appeal documentation should include the RSHS Student Standing Committee Appeal Form, a detailed explanation and timeline of the extenuating circumstances; supporting documentation (e.g., letter from physician); description of steps taken to remedy the situation, including dates; and the names of any individual(s) who were aware of these circumstances at the time they took place. More information and the official appeal form are available at the RSHS Student Standing website.

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

**Apply for Reinstatement to Another School at Duquesne University**
Students who have decided not to return to the RSHS or who have been academically dismissed from the RSHS may be eligible to continue their studies at Duquesne University through another School. Students should discuss these options with their academic advisor.

**Readmission into RSHS**
Students who officially withdraw from the University—regardless of the time interval involved since withdrawal—and students who do not enroll at the University for two consecutive academic terms (fall and spring semesters) must apply for readmission.

Students who leave their program in good academic standing may later apply for readmission into the same RSHS academic program, with approval of the Department Chairperson.

Students who have been dismissed from an RSHS program because of academic difficulties cannot later apply for readmission into the same academic program.

**Special Status**
Students who are dismissed from an RSHS program and do not have the minimum QPA or prerequisite coursework required to transfer to the School of their choice may request to be housed in the RSHS under Special Status by writing a letter of request to the Dean. Special Status is typically granted for two semesters to allow sufficient time to meet the QPA and/or other requirements necessary for transfer; any extension of this time line will be determined by the Dean on a case-by-case basis.

Once under special status, students will merely be housed by the RSHS and will no longer hold a seat in their former academic program. These students will be charged the standard University tuition and fee rates, not the RSHS rates.

Special status students should work with their RSHS academic advisor, as well as an advisor within the School to which they seek to transfer, to identify a plan of studies while under special status.

**RSHS Course Sequence and Academic Progress**

**RSHS Course Sequence**
For each of the RSHS programs, there are certain courses that must be completed during specific academic semesters/years in order to meet prerequisite course requirements. Students must complete all courses and all deficiencies must be removed before progressing to the next class level.
Students should be aware of the following as they plan their schedules in consultation with their academic advisor:

1. All pre-professional phase course work must be completed prior to entering the professional/accredited phase.

2. Transfer students may not necessarily be able to follow the course sequence exactly as required; they may need to complete summer courses before or after matriculation in order to progress with the rest of their class.

3. No student enrolled in the pre-professional phase will be permitted to take any course work reserved for the professional/accredited phase (including clinical experiences).

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

**Monitoring Academic Progress**

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

While the academic and faculty advisors serve as resources for policies and procedures in academic areas and monitors the student’s academic progress, it is ultimately students’ responsibility to ensure their own awareness and successful completion of academic and program requirements.

**Course Completion Options**

**Advanced Placement (AP) Credits**

**University Policy**

Students who wish to receive AP credits must request that their official scores be sent to the University. Credits will be awarded in accordance with the list of acceptable AP courses and their Duquesne University equivalencies.

**RSHS Policy**

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

*Occupational Therapy Students:* To receive AP credits for Biology I and II, students must achieve a minimum score of 4 on the AP placement examination; earn an ‘A’ or ‘A-’ in the AP course; have an ACT exam score above 24 in Science Reasoning and Math or a Math SAT scores above 600; and have a 3.5 or higher cumulative high school QPA.

*Physical Therapy Students:* Students may not receive AP credits for science courses (e.g., Biology, Chemistry and Physics).

*Physician Assistant Studies Students:* To receive AP credits for Biology I and II and/or Chemistry I and II, students must achieve a minimum score of 4 on the AP placement examination; earn an ‘A’ or ‘A-’ in the AP course; have an ACT exam score above 24 in Science Reasoning and Math or a Math SAT score above 600; and have a 3.5 or higher cumulative high school QPA.
Other RSHS academic majors will accept AP credit consistent with University Policy.

**International Baccalaureate (IB)**

IB credits will be evaluated on an individual basis.

**College Level Examination Program (CLEP)**

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

**Credit by Examination/Challenge Examinations**

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

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

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

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

**Course Audit**

Students may audit only extra elective courses. They should discuss this option with their academic advisor and complete the Request to Audit Form, which is available in the Office of the Dean. No didactic or clinical education course in the RSHS may be audited.

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

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

**Cross-Registration**

Full-time students may be permitted to cross-register for one course per fall and/or spring semester at one of the Pittsburgh Council on Higher Education institutions: Carlow University, Carnegie Mellon University, Chatham University, Community College of Allegheny County, La Roche College, Pittsburgh Theological Seminary, Point Park University, Robert Morris University, and the University of Pittsburgh.
First priority in registration is given to students of the host institution. Students are responsible for researching course possibilities, adhering to the cross-registration policies and procedures, and completing the cross-registration form. Students should note that they may be responsible to the host institution for additional science lab fees, as appropriate.

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

**Transfer Credits**

Current students who want or need to take a course away from Duquesne must obtain approval through their academic advisor in advance and complete the Temporary Transfer Approval Form.

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

Following are guidelines for the evaluation of transfer credits.

1. Only courses with a ‘C’ or better will transfer. The University honors +/- grades, with the exception of C-; which is unacceptable.

2. Only those courses pertinent to the student’s particular program will be transferred.

3. Only the credits for acceptable courses are transferred; not the grades.

4. Once a student has earned 60 or more college credits—regardless of their transferability to a RSHS program—all future transfer credits must be obtained at a four-year accredited institution, not a community or two-year college.

5. No developmental or preparatory courses are acceptable for transfer. Generally, these courses are at or below the 100-level and are intended to strengthen a student’s background in preparation for college-level courses. In particular, science courses must be those that are for science majors (not preparatory or for non-science majors) and must carry labs.

6. There is a ten-year statute of limitations for science courses, including labs.

7. **Athletic Training Students:** All science courses must be taken through a four-year accredited institution and may not be an online format.

8. **Occupational Therapy Students:** All science courses must be taken through a four-year accredited institution and may not be an online format.

9. **Physical Therapy Students:** All prerequisite courses (Biology I & II with labs, Chemistry I & II with labs, Physics I & II with labs, Introduction to Biostatistics, and Introduction to Psychology) must be taken through a four-year accredited institution. In addition, all science courses must be taken through a four-year accredited institution and may not be an online format.

10. **Physician Assistant Studies Students:** All science courses must be taken through a four-year accredited institution and may not be an online format.
11. Some prerequisite courses may need to be completed through RSHS once the student has been accepted. Examples include: Anatomy I and II, Physiology I and II, Medical Sciences I and II, Functional Kinesiology, Essential Concepts & Techniques in AT, Foundations & Concepts of Occupational Therapy, Human Motion & Movement.

Current students who want or need to take a course away from Duquesne must obtain approval through their academic advisor in advance and complete the Temporary Transfer Approval Form, available in the RSHS Office of the Dean.

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

It is each student's responsibility to identify possible problems in course completion and to seek whatever assistance they need to successfully complete the course. Students who are concerned about a particular course, course grade or teaching/testing method should discuss their concerns with the:

1. Individual instructor(s).
2. Appropriate Department Chairperson, if they feel their concerns were not resolved after meeting with the instructor(s).

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

Course Withdrawal
The latest date to withdraw from a course is published in the Academic Calendar for each semester. All course withdrawals will result in a final grade of 'W' on the transcript.

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

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

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

Students who withdraw from the University due to illness or accident may apply for consideration regarding reimbursement of tuition payments already made for the semester. Students must submit a written request with explanation along with official medical (or other) documentation signed by a licensed medical provider (MD, DO, NP, or PA) to the Dean of the School or College in which they are enrolled. The effective date of the withdrawal must also be provided at this time. At the Dean's discretion and following verification of the incident, the Dean will notify the Provost/Vice President for Academic Affairs who will notify the Vice President for Management and Business if any current tuition or applicable Title IV Financial Aid payments for the semester should be refunded to the student. Any payments due to the student from Title IV funds will be determined by using the Federal Financial Aid refund policy. University gift aid and all other non-Title IV financial aid will be returned to the source of those funds. Laboratory fees, University fees, housing costs and fees, refunds prior to withdrawal, and any other fees already committed by the University on behalf of the student cannot be refunded. Refunds due to the student as a result of the medical withdrawal must be paid to the student within ten business days after the credit balance is created for the semester for which the medical withdrawal was approved.

Requests for medical withdrawals must be made no later than the last day of classes of the subsequent fall or spring term in the academic calendar. Final notification will be made to the Registrar, Financial Aid, Student Accounts, and the Dean by the Provost/Vice President for Academic Affairs. The Dean will notify the student.

If the illness or injury will prohibit the student from resuming coursework the following semester, a Temporary Approved Leave of Absence may be an option.

**Withdrawal from Clinical Education**

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

Course withdrawal will delay the student’s completion of the program and, therefore, his/her anticipated date of graduation. If granted permission to withdraw, the student must receive written documentation from the Department Chairperson approving the withdrawal and change in future course and clinical education plans. Subsequently, he/she can contact the academic advisor to fill out the course withdrawal form and to discuss when the course will be completed. Any student who fails to inform the Department Chairperson in writing, or fails to complete the appropriate course withdrawal form in a timely manner, will receive a letter grade of ‘N’ (Not Passing) for that course.

When a student interrupts his/her training for a significant period of time, the School must assure itself that he/she retains the appropriate level of clinical competency for authorizing his/her return to a clinical setting. A Clinical Education Reinstatement Form must be completed by every student who (1) enters into the clinical education component of his/her curriculum, (2) takes a leave of absence of more than 12 months, and (3) wishes to return to the clinical education component of the curriculum. A reinstatement examination may also be required.
Repeating Courses
Any student who earns less than a ‘C’ grade in a required course will be notified of their course deficiency by the Office of the Dean. Students may not repeat any course in which a ‘C’ or better was received in order to improve their QPA.

Pre-Professional Phase Courses
RSHS students must repeat any required course in which a ‘D’ or ‘F’ grade was earned. Students may repeat a course only once. Failure to achieve the required grade of ‘C’ or better in a course upon the second attempt will result in academic dismissal from the RSHS.

Students who wish to repeat course elsewhere should be aware that the University and the RSHS place certain restrictions on the transferability of credits from outside institutions.

When a student repeats a course, the QPA and earned credit totals will be affected as follows:

1. If the course is repeated at Duquesne University, the grade and credits earned on the second attempt will be computed in the cumulative QPA and earned credit totals on the Duquesne University transcript (even if the second attempt results in a lower grade). The original course and grade will remain on the transcript but will not be used to calculate the QPA.

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

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

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

Professional/Accredited Phase Courses
Students who were previously on academic probation in the professional/accredited phase and who earn less than a ‘C’ or ‘P’ grade, regardless of their semester QPA, will be academically dismissed from the RSHS.

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

If repeating a course causes a change in class level, continuation in the program will be predicated on space availability and requires written approval from the Department Chairperson.
Students who earn a not-passing grade for a clinic course are required to repeat that course, which will delay graduation by at least one semester. The timing of clinic course repetition is dependent on the availability of clinical placements. Students who earn a not-passing grade for a clinical course will be placed on academic probation for the subsequent semester. Students on academic probation who subsequently fail to meet the program criteria (e.g., earn a semester QPA of less than 3.0 or earn a not-passing grade for a clinic course) will be academically dismissed from the program.

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

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

All grades are retained on the Duquesne University transcript. However, only the grade and credits earned for the second attempt will be computed in the cumulative QPA and earned credit totals on the Duquesne University transcript (even if the second attempt results in a lower grade).

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

**Final Grade Appeal**
The University final grade appeal policy provides students an opportunity to contest a final grade based on the grounds that (1) an error was made in grade computation or (2) the grade assigned was capricious or arbitrary. Learn more about the final grade appeal policy.

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

Change of Grade Forms are available in the school offices as well as the Office of the University Registrar and must be obtained by the instructor. These forms are not issued to students. Once the course work is finished, the instructor should complete a Change of Grade Form and submit it to the Office of the Dean for the dean’s signature by the deadline published in the Academic Calendar. Once signed by the dean, the Change of Grade Form will be sent to the Office of the University Registrar.

Faculty may grant extensions due to extenuating circumstances but must notify the Office of the University Registrar of any extensions prior to these deadlines. Incomplete grades remaining after the deadlines will be converted to ‘F’ grades. The ‘F’ grade becomes a permanent grade and cannot be changed.
Students should be aware that for the purposes of Student Standing Committee action, the RSHS reviews students’ grades and semester QPA to date, pending removal of the ‘I.’ Once the ‘I’ grade has been removed, the Committee will make adjustments as necessary to accurately reflect the student’s academic standing.

Temporary Approved Leave of Absence
An approved leave of absence or required leave of absence indicates the student plans to return to the University in a subsequent semester. Any leave of absence lasting two or more consecutive semesters (not including summer) will require readmission through the Office of Admissions. Students are responsible for investigating the financial implications of taking a leave of absence or required leave of absence.

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

Pre-Professional Phase
Students who wish to take a leave of absence during the fall and/or spring semester must submit a request in writing to the Department Chairperson for approval. All leaves of absence must be approved by the Department Chairperson and documented in the Office of the Dean. There is no guarantee that a Department will be able to accommodate this programmatic change due to availability of seats in the lower class levels.

If written approval is given, the student must work with his/her academic advisor to be recorded officially as taking a leave of absence. This leave of absence ensures that the student's records and seat in the program will be actively maintained. Students may be required to complete proof of maintained competence prior to returning from a leave of absence.

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

Professional/Accredited Phase
A student who wishes to take a leave of absence during any semester(s) must discuss this option with the Department Chairperson prior to the start of the semester in question. Since the professional/accredited curriculum is sequential, any student requesting a leave of absence during this time frame also must receive permission to drop back by a minimum of one year in the program, which will result in a delayed anticipated graduation date. This request must be submitted in writing to the Department Chairperson for approval. However, there is no guarantee that a Department will be able to accommodate this programmatic change due to availability of seats in the lower class levels.

All leaves of absence must be approved by the Department Chairperson and documented in the Office of the Dean. If written approval is given, students must follow through with their academic advisor to be officially registered as taking a leave of absence. This registration ensures that students’ records and seat in their program will be maintained under active status. Students may be required to complete proof of maintained competence prior to returning from a leave of absence.

Learn more about a Temporary Approved Leave of Absence at the Graduate level.
REQUIREMENTS FOR ENTRY INTO PROFESSIONAL/ACCREDITED PHASE

The specific requirements for entry into the professional/accredited phase varies by program. Following are the requirements of each program.

**Athletic Training**

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

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

1. Successful completion of all required RSHS pre-professional course work with a ‘C’ or better and a minimum 2.75 cumulative QPA for the required pre-professional course work. Athletic Training students must achieve a ‘B’ or better in both ATHT 201: Essential Concepts and Techniques in AT I and ATHT 202: Essential Concepts and Techniques in AT II and pass the associated labs.

2. Documentation of 125 hours of clinical and observation experience in athletic training. Students will complete 50 hours of this requirement in the fall semester and 75 hours in the spring semester during Essential Concepts and Techniques in AT I Lab and Essential Concepts and Techniques in AT II Lab, respectively. All students will be required to attend mandatory clinical skill sessions throughout the sophomore year.


4. Completion of all pre-clinical health requirements, including documentation of ability to meet the performance indicators and technical standards, by the beginning of the second year of the pre-professional phase. In cases where immunity does not exist or test results are positive, students may either be expected to engage in additional testing or immunizations, or be removed from the clinical experience due to the health risks presented to themselves, their classmates and faculty, and their patients.

   Athletic Training students will receive the required CPR certification (American Heart Association Basic Life Support for Healthcare Providers) in class.

   Some clinical sites are demanding drug screening tests prior to students being placed in that facility for clinical affiliation experience. Should a student be assigned to one of these clinical sites, he/she will be required to take appropriate drug screening tests and all costs incurred will be the responsibility of the student. Positive drug tests will affect a student’s standing in the academic program.

5. Successful completion of a personal interview. Students will receive information from the department regarding the scheduling of interviews. These mandatory interviews will review student performance as well as their potential to achieve academic and career satisfaction. Students who are not granted a recommendation upon completion of the interview process will not be admitted into the professional phase. Students recommended for the professional phase who are unable to start the program at the designated time may reapply for the following year and may be required to repeat the interview process, however their seat cannot be guaranteed.
6. All new professional phase students must attend the Orientation program that is held immediately before the start of the fall semester for all new professional phase students.

7. Departmental approval. The RSHS faculty maintains the right not to admit a student into the professional phase of their program if they determine that student is not a suitable candidate to proceed, even though that student has met the academic and program requirements (e.g., they were convicted of a felony or failed to exhibit ethical and professional attitude and behavior).

**Health Management Systems**

Final approval for entrance into the professional phase will be predicated on satisfactory completion of all academic and program requirements listed below. Students who do not meet the academic or program requirements set forth by the Health Management Systems Department will be delayed entrance into the professional phase or will be dismissed.

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

1. Successful completion of all required pre-professional course work with a 'C' or better and a minimum 2.75 cumulative QPA for the required pre-professional course work.

2. Completion of all pre-clinical health requirements by the spring of the third year of the program. In cases where immunity does not exist or test results are positive, students may either be expected to engage in additional testing or immunizations, or be removed from the clinical experience due to the health risks presented to themselves, their classmates and faculty, and their patients.

Some clinical sites are demanding drug screening tests prior to students being placed in that facility for clinical affiliation experience. Should a student be assigned to one of these clinical sites, he/she will be required to take appropriate drug screening tests and all costs incurred will be the responsibility of the student. Positive drug tests will affect a student's standing in the academic program.

3. It is strongly recommended that students begin shadowing, volunteer or paid experience in medical records, health management systems, or information systems to become more familiar with the profession.

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

5. All new professional phase students must attend the Orientation program that is held immediately before the start of the fall semester for all new professional phase students.

6. Departmental approval. The RSHS faculty maintains the right not to admit a student into the professional phase of their program if they determine that student is not a suitable candidate to proceed, even though that student has met the academic and program requirements (e.g., they were convicted of a felony or failed to exhibit ethical and professional attitude and behavior).
Occupational Therapy

Final approval for entrance into the professional phase will be predicated on satisfactory completion of all academic and program requirements listed below. Students who do not meet the academic or program requirements set forth by the Occupational Therapy Department will be delayed entrance into the professional phase or will be dismissed. The Department of Occupational Therapy requires all students entering the professional phase to maintain an account with Castle Branch, to document all required certifications, clearances, health and clinical records.

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

1. Successful completion of all required RSHS pre-professional course work with a ‘C’ or better and a minimum 3.0 cumulative QPA for the required pre-professional course work and all science courses completed at a 4-year academic institution.

2. Documentation of 60 hours of shadowing or paid experience with a registered/licensed occupational therapist. These hours should be experiences in one, or possibly two, occupational therapy settings offering as wide a range of ages, diagnoses and types of practice as possible. The presence of an OTR/L practitioner is required. Shadowing hours accrued during the senior year of high school can be used toward this requirement. The student should maintain a log of these hours indicating where and when these experiences occurred; the supervisors’ names, signatures, licensure numbers, and either phone numbers or email addresses for each experience; and the type of responsibilities and/or observations experienced. Attaching a letter with this information signed by the supervisor on official facility letterhead stationary is sufficient documentation as well.

3. Students must demonstrate compliance with Pennsylvania Act 33/151 Child Abuse History Clearance and Act 34 Criminal Background Clearance under the Child Protective Services Law, as well as Act 114 – FBI Criminal Record Background Checks. Acts 33/151 and 34 require a report of criminal history record information from the Pennsylvania State Police.

4. Completion of all pre-clinical health requirements. In cases where immunity does not exist or test results are positive, students may either be expected to engage in additional testing or immunizations, or be removed from the clinical experience due to the health risks presented to themselves, their classmates and faculty, and their patients.

Some clinical sites are demanding drug screening tests prior to students being placed in that facility for clinical affiliation experience. Should a student be assigned to one of these clinical sites, he/she will be required to take appropriate drug screening tests and all costs incurred will be the responsibility of the student. Positive drug tests will affect a student’s standing in the academic program.

5. All new professional phase students must attend the Orientation program(s) that are held immediately before the start of the spring and fall semesters for all new professional phase students.

6. Departmental approval. The RSHS faculty maintains the right not to admit a student into the professional phase of their program if they determine that student is not a suitable candidate to proceed, even though that student has met the academic and program requirements (e.g., they were convicted of a felony or failed to exhibit ethical and professional attitude and behavior).
Pre-professional students who have earned a cumulative 3.0 QPA or better, but who in their final semester fall below the 3.0 semester QPA requirement for the first time in their academic career, will be allowed to begin the professional phase on academic probation. Should they ever again fail to meet the 3.0 semester QPA, they will be academically dismissed from the RSHS.

Physical Therapy

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

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

1. Successful completion of all required RSHS pre-professional course work with a ‘C’ or better and a minimum 3.0 cumulative QPA for the required pre-professional course work; and a 3.0 QPA (2.75 for students who entered the program prior to Fall 2016) in the following prerequisite courses: Biology I & II with labs, Chemistry I & II with labs, Physics I & II with labs, Introduction to Biostatistics, and Introduction to Psychology. Pre-professional DPT/Biology students must meet all academic requirements of the biology curriculum and they must achieve a ‘C’ grade or better in all required pre-professional courses. For any prerequisite courses completed at another college or university, the grade earned at the other institution will be used in the calculation of the prerequisite QPA.

2. Documentation of 100 hours of shadowing/mentoring, volunteer, or paid experience in at least two different physical therapy practice settings. The experiences should include a wide range of ages, diagnoses, and practice settings and should be equally divided amongst practice settings and have been completed under the direct supervision of a licensed physical therapist. The student should maintain a log of these hours indicating where and when these experiences occurred; the supervisors’ names, signatures, licensure numbers, and either phone numbers or email addresses for each experience; and the type of responsibilities and/or observations experienced. Attaching a letter with this information signed by the supervisor (licensed physical therapist) on official facility letterhead stationary is sufficient documentation as well. This log must be submitted to the Department of Physical Therapy. This requirement must be met by the end of the third year. Students are strongly encouraged to maintain a copy for their records.

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

4. Completion of all pre-clinical health requirements by the end of the third year of the program. In cases where immunity does not exist or test results are positive, students may either be expected to engage in additional testing or immunizations, or be removed from the clinical experience due to the health risks presented to themselves, their classmates and faculty, and their patients. A CPR training course will be offered through the Department in September of the second professional year.
Some clinical sites are demanding drug screening tests prior to students being placed in that facility for clinical affiliation experience. Should a student be assigned to one of these clinical sites, he/she will be required to take appropriate drug screening tests and all costs incurred will be the responsibility of the student. Positive drug tests will affect a student’s standing in the academic program.

5. All new professional phase students must attend the Orientation program that is held immediately before the start of the fall semester for all new professional phase students.

6. Departmental approval. The RSHS faculty maintains the right not to admit a student into the professional phase of their program if they determine that student is not a suitable candidate to proceed, even though that student has met the academic and program requirements (e.g., they were convicted of a felony or failed to exhibit ethical and professional attitude and behavior).

**Physician Assistant Studies**

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

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

1. Successful completion of all required RSHS pre-professional course work with a ‘C’ or better and a minimum cumulative 3.0 QPA for the required pre-professional course work; and a 3.0 QPA in the following prerequisite courses: Biology I & II with labs, Chemistry I & II with labs, Physics I and lab, Microbiology with lab, Anatomy I & II, Physiology I & II, and Histology. Student with a QPA of 2.75 to 2.99 in these prerequisite courses will be permitted to enter the accredited phase on probation. For any prerequisite courses completed at another college or university, the grade earned at the other institution will be used in the calculation of the prerequisite QPA.

2. Shadowing is strongly recommended prior to starting the accredited phase. These experiences will serve as examples of the various clinical roles and responsibilities assumed by physician assistants and the many practice settings available upon graduation.

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

4. Completion of all pre-clinical health requirements, including documentation of ability to meet the performance indicators and technical standards, by spring of the third year. In cases where immunity does not exist or test results are positive, students may either be expected to engage in additional testing or immunizations, or be removed from the clinical experience due to the health risks presented to themselves, their classmates and faculty, and their patients.

Some clinical sites are demanding drug screening tests prior to students being placed in that facility for clinical affiliation experience. Should a student be assigned to one of these clinical sites, he/she will be required to take appropriate drug screening tests and all costs incurred will
be the responsibility of the student. Positive drug tests will affect a student’s standing in the academic program.

5. Successful completion of personal interviews is mandatory for physician assistant studies students. Students will receive information from the department regarding the scheduling of interviews. Pre-professional students seeking admission or progression into the accredited phase of the program must receive a recommendation from the Physician Assistant Studies Accredited Phase Review Committee, based upon successful completion of interviews with departmental faculty members. These interviews will review student performance as well as their potential to achieve academic and career satisfaction. Students who are not granted a recommendation upon completion of the interview process will not be admitted into the accredited phase. Students recommended for the accredited phase who are unable to start the program at the designated time may reapply for the following year and may be required to repeat the interview process, however their seat cannot be guaranteed.

6. All new accredited phase students must attend the Orientation programs that are held immediately before the start of the summer and fall semesters for all new accredited phase students.

7. The RSHS faculty maintains the right not to admit a student into the accredited phase of their program if they determine that student is not a suitable candidate to proceed, even though that student has met the academic and program requirements (e.g., they were convicted of a felony or failed to exhibit ethical and professional attitude and behavior). Please refer to the RSHS Academic Student Handbook sections "Academic Integrity", "Student Conduct and Disciplinary Action", and "Certification, Licensure and Registration".

Pre-professional students who have earned a cumulative 3.0 QPA or better, but who in their final semester fall below the 3.0 semester QPA requirement for the first time in their academic career, will be allowed to begin the accredited phase on academic probation. Should they ever again fail to meet the 3.0 semester QPA, they will be academically dismissed from the RSHS.

Speech-Language Pathology
Final approval for entrance into the professional phase will be predicated on satisfactory completion of all academic and program requirements. Students who do not meet the academic or program requirements set forth by the speech-language pathology department will be delayed entrance into the professional phase or will be dismissed.

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

1. Successful completion of all required RSHS pre-professional course work with a ‘C’ or better and a minimum 3.0 cumulative QPA for the required pre-professional course work.

2. Documentation of Pennsylvania Act 33/151 Child Abuse History Clearance and Act 34 Criminal Background Clearance under the Child Protective Services Law, as well as Act 114 – FBI Criminal Record Background Checks. Acts 33/151 and 34 require a report of criminal history record information from the Pennsylvania State Police.

3. Completion of all pre-clinical health requirements. In cases where immunity does not exist or test results are positive, students may either be expected to engage in additional testing or
immunizations, or be removed from the clinical experience due to the health risks presented to themselves, their classmates and faculty, and their patients.

Some clinical sites are demanding drug screening tests prior to students being placed in that facility for clinical affiliation experience. Should a student be assigned to one of these clinical sites, he/she will be required to take appropriate drug screening tests and all costs incurred will be the responsibility of the student. Positive drug tests will affect a student’s standing in the academic program.

4. All new professional phase students must attend the all-day Orientation program that is held on the Friday before the start of the fall semester.

5. Departmental approval. The RSHS faculty maintains the right not to admit a student into the professional phase of their program if they determine that student is not a suitable candidate to proceed, even though that student has met the academic and program requirements (e.g., they were convicted of a felony or failed to exhibit ethical and professional attitude and behavior). Please refer to the RSHS Academic Student Handbook sections "Academic Integrity", "Student Conduct and Disciplinary Action", and "Certification, Licensure and Registration".

Pre-professional students who have earned a cumulative 3.0 QPA or better, but who in their final semester fall below the 3.0 semester QPA requirement for the first time in their academic career, will be allowed to begin the professional phase on academic probation. Should they ever again fail to meet the 3.0 semester QPA, they will be academically dismissed from the RSHS.

RSHS ORIENTATION PROGRAMS

Overview of Professional/Accredited Phase Orientation
The RSHS sponsors Orientation Programs for all new professional/accredited phase students. As part of the Orientation, departments may meet separately with its students to introduce them to the requirements and expectations of the professional/accredited phase and to their faculty and fellow students. The Orientation provides an overview of the professional/accredited phase of the program and reviews the program requirements in regard to academic progress, dress, and the preparation for and assignment of clinical education.

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

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

Physical Therapy Orientation
The Department of Physical Therapy sponsors a mandatory orientation on the Friday before classes start for the fall semester.
**Physician Assistant Studies Orientation**
The Department of Physician Assistant Studies sponsors a mandatory orientation program at the beginning of classes the first summer semester of the accredited phase.

**Speech-Language Pathology Orientation**
The Department of Speech-Language Pathology sponsors a mandatory, all-day orientation on the Friday before classes start for the fall semester.

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**CLINICAL EDUCATION**

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

All RSHS students will work closely with their respective departments to complete their clinical education courses. Students will be scheduled through various clinical sites that have affiliation contracts with the Rangos School of Health Sciences at Duquesne University. These sites may include acute care hospitals, rehabilitation centers, various agencies, home care, pediatric or geriatric centers, nursing homes, private offices and schools. There are a large number of sites already under contract; students may not attempt to initiate arrangements at other sites. The length and number of clinical education assignments will vary from program to program. Mandatory clinical education meetings will be scheduled periodically for the purpose of disseminating information about clinical education objectives and the assignment of clinical sites.

Each department may seek input from each student in regard to preference for clinical education sites, but the assignment rests with the faculty based on the academic needs of the student, department mission and site availability. Students must not contact any potential clinical site without prior approval by their department. Students may be required to commute or move to other communities for one or more clinical assignments; each student will be responsible for all expenses accrued during Clinical Education courses (e.g., transportation and living expenses).

Students will participate in all activities required at their site, and abide by the holiday/vacation schedule established by the clinical facility (which may include evenings and weekends), not the Academic Calendar of Duquesne University, and if applicable, must comply with Pennsylvania Act 33/151, 34 and 114 under the Child Protective Services Law. Students are required to submit applications for Act 34 Criminal Background Clearance and Act 33/151 Child Abuse History Clearance (with the appropriate State fees) to the State Police Central Repository and the Department of Public Welfare Childline and Abuse Registry, respectively. If appropriate, students must also submit Act 114 – FBI Criminal Record Background Checks documentation to the FBI. Student may need to comply with additional Departmental or site-dependent requirements.

Specific departments may use contracted agencies to house background clearance reports. Students will be notified by their department regarding use of the agency service.
Pennsylvania State Police Request for Criminal Record Check
Pennsylvania Child Abuse History Clearance

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

In some instances, students may also be required to obtain criminal background checks and drug screenings/clearances. Criminal background checks may require the student to receive clearances from states in which they have lived in the past. In some cases, students may need to plan to travel to the jurisdiction police barracks and be fingerprinted as part of the clearance process. Students may need to do this 3-6 months prior to the start of the clinical experience. All reports for drug and criminal background checks are to be uploaded to the specific department housing agency or sent to the Office of the Dean in a confidential envelop, depending on the specific department protocol.

Background Information Disclosure
The RSHS collects information on all enrolled professional/accredited phase students consistent with information collected on applications or examinations by professional licensing, certification and/or registration boards, examination or regulatory bodies for Athletic Training, Health Management Systems, Occupational Therapy, Physical Therapy, Physician Assistant Studies and Speech-Language Pathology. Professional/accredited phase students will be required to provide this information at the start of each academic year through the RSHS Annual Student Update, available through the DORI Self Service Banner.

Pre-Clinical Health Requirements
All RSHS students must comply with the pre-clinical health requirements established by the Centers for Disease Control (CDC) and the University Health Service. However, RSHS students may be asked to provide documentation indicating ongoing health status (e.g., current PPD) and complete additional health requirements, including the ability to meet the performance indicators/technical standards, in order to meet the standards of a specific clinical site. Students must be aware that some clinical sites are requiring drug screening tests prior to students being placed in that facility for clinical affiliation experience. Students assigned to one of these clinical sites will be required to take appropriate drug screening tests, and all costs incurred will be the responsibility of the student. Results of drug screening tests should be uploaded to the specific department housing agency or sent to the Office of the Dean in a confidential envelop, depending on specific department protocol. Positive drug tests will affect a student’s standing in the academic program. All students will be required to obtain a two-step PPD exam prior to the start of the professional/accredited phase.

Students must also provide documentation indicating they meet the following program requirements prior to the start of clinical education:

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

The University Compliance Officer is Joan M. Kiel, Ph.D., C.H.P.S., Professor in the Department of Health Management Systems of the Rangos School of Health Sciences. All students will receive training on HIPAA Privacy and Security in addition to the HIPAA Omnibus Rule. Students will be given a certificate of completion and an adherence form, which must be carried to their clinical practice sites. Students who have not passed the training cannot participate in clinical education.

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

**Human Participant Protections for Research Purpose Education**
All students engaged in research that involves human subjects must obtain verification that they have completed the University required education on protection of human subjects. This verification must be obtained before engaging in any data collection from research subjects. Details are available from the Duquesne University Office of Research.

**Occupational Safety & Health Administration**
Students may be required to take and pass an Occupational Safety & Health Administration examination prior to the start of Clinical Education.

**Health Insurance**
All students must provide evidence of health insurance. The Office of Risk Management has information available on a student insurance plan designed specifically for students at Duquesne University. Students are expected to maintain health insurance until they graduate and must submit a copy of their insurance card to their respective Department office.

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

The professional liability limits are:

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<td>Each Occurrence</td>
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**Denial of Patient Treatment**
Students cannot decline to interact with patients who may have a specific disease or other characteristic which the student perceives as a conflict. Patients who have infectious diseases or conditions (e.g., HIV, hepatitis, TB, Ebola) cannot be denied treatment. Therefore, students assigned to clinical sites where they may have contact with patients who have an infectious disease must be involved in the treatment program of these patients, must understand the proper procedures as published by the Centers for Disease Control and Prevention and the institution where the clinical assignment takes place, and do not have the right to refuse to participate in the treatment of such patients. For certain patient diseases or
clinical circumstances, special arrangements will be made for students who are pregnant or who have medical conditions which prohibit clinical interaction. In addition, both the University and the RSHS have developed specific policies in regard to the prevention and management of potential exposures to blood and other body fluids, as well as the management and disposal of potentially hazardous waste. All students, faculty and staff in the RSHS are expected to comply with these policies and procedures. A copy of these policies and procedures can be obtained from each department or the Office of the Dean. Should an exposure occur during clinical education, the student must also follow the recommendations of the clinical site and the State law.

**Policy for Reporting Exposure to Blood Borne Pathogens**

The purpose of this policy is to assist students and clinical instructors in the management of those students who have been exposed to blood and other bodily fluids (occupational exposure) that may place them at risk for hepatitis and HIV infection. An exposed student must notify his/her clinical coordinator within 24 hours following the evaluation. Exposures occurring over a weekend must be reported Monday morning. The student will be asked to provide information regarding the injury, source patient, treatment and testing. All results of follow-up testing must be filed with Health Services and not with the School of Health Sciences in order to maintain confidentiality of the student's health. An exposed student will be responsible for all costs incurred for testing, treatment and follow-up and will not be permitted to continue with his/her clinical experience until Health Sciences has received the report of the exposure and compliance with this policy has been documented. Read the complete RSHS Policy for Reporting Exposure to Blood Borne Pathogens.

**Removal from Clinical Education**

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

Removal will delay the student's completion of the program and, therefore, his/her anticipated date of graduation.

**Clinical Education Reinstatement**

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

For program-specific clinical education information and policies, please refer to the Departmental Handbook.
GENERAL GRADUATION REQUIREMENTS

The candidate for a University degree must be a person of good moral character who has satisfactorily completed all academic requirements for the degree program; been recommended by the Dean; completed the online degree application on or before the latest date to apply for graduation, as announced in the Academic Calendar for each semester; and satisfied all financial obligations to the University.

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

Additional policy information is available on the Graduation website.

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

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

Statute of Limitations
The University Statute of Limitations policies are noted below. At the end of the allotted period, a student's record would be re-evaluated in terms of the curriculum in effect at that time, and the student would be advised of any additional requirements for graduation.

Students with disabilities who may require an extension of time to complete a degree are encouraged to contact the Office of Student Services.

Bachelor's Degrees
All requirements for bachelor's degrees must be completed within a period of ten years from the date of initial registration.

Master's Degrees
All requirements for master's degrees must be completed within a period of six years from the date of initial registration.

Doctoral Degrees
All requirements for doctoral degrees must be completed within a period of eight years from the date of initial registration.

View the complete Undergraduate Statute of Limitations Policy
View the complete Graduate Statute of Limitations Policy

According to the RSHS course sequence and individual professional accreditation standards, RSHS students may have significantly less time than allowed by the University. For example, occupational
therapy students must engage in fieldwork within 24 months of the completion of their academic requirements without returning for additional didactic course work, as deemed appropriate.

INTER-SCHOOL MAJORS AND MINORS

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

SPECIFIC PROGRAM REQUIREMENTS

Bachelor of Science Degree Programs

Upon special request and subsequent approval of the Department Chairperson and the Dean, students who have completed the credit hours and met the QPA requirements, but have not successfully completed the required course work within the final semester, may be a candidate for graduation with a Bachelor of Science in Health Sciences.

Students graduating with a Bachelor of Science in Health Sciences degree will be ineligible to sit for professional licensing credential examinations for any of the programs within the RSHS.

Athletic Training

Students who have completed all requirements with a minimum 3.0 cumulative professional QPA will receive a Bachelor of Science in Athletic Training degree.

Health Management Systems

Students who have completed all requirements with a minimum 3.0 cumulative professional QPA will receive a Bachelor of Science in Health Management Systems degree.

Entry-Level Master’s and Doctoral Programs

Graduation at the Bachelor’s Degree Level

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

Graduation at the Master’s or Doctoral Degree Level

Occupational Therapy

Students who have completed all requirements with a minimum 3.0 cumulative professional phase QPA will receive a Master of Science degree or an Occupational Therapy Doctorate degree, as appropriate.

Physical Therapy

Students who have completed all requirements with a minimum 3.0 cumulative professional phase QPA will receive a Doctor of Physical Therapy degree.
Physician Assistant Studies
Students who have completed all requirements with a minimum 3.0 cumulative professional phase QPA will receive a Master of Physician Assistant Studies degree.

Rehabilitation Science
Students who have completed all requirements with a minimum 3.0 cumulative professional phase QPA will receive a Master of Science degree or a Doctor of Philosophy degree, as appropriate.

Speech-Language Pathology
Students who have completed all requirements with a minimum 3.0 cumulative professional phase QPA will receive a Master of Science degree.

Second Degree Master’s and Doctoral Programs

Occupational Therapy
Students who have completed all requirements with a minimum 3.0 cumulative professional phase QPA will receive a Master of Science degree or an Occupational Therapy Doctorate degree, as appropriate.

Physical Therapy
Students who have completed all requirements with a minimum 3.0 cumulative professional phase QPA will receive a Doctor of Physical Therapy degree.

Physician Assistant Studies
Students who have completed all requirements with a minimum 3.0 cumulative professional phase QPA will receive a Master of Physician Assistant Studies degree.

Rehabilitation Science
Students who have completed all requirements with a minimum 3.0 cumulative professional phase QPA will receive a Master of Science degree or a Doctor of Philosophy degree, as appropriate.

Speech-Language Pathology
Students who have completed all requirements with a minimum 3.0 cumulative professional phase QPA will receive a Master of Science degree.

China International Linkage Programs
Students who have completed all requirements with a minimum 3.0 cumulative QPA will receive a Master of Physical Therapy degree or a Master of Science degree, as appropriate.

HONORS

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

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

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

The traditional University Commencement Ceremonies take place in May and December, and the RSHS holds diploma ceremonies in May and August. Students are encouraged to attend both an RSHS Diploma Ceremony and a University Commencement Ceremony.

Students who wish to participate in a ceremony that is not their designated graduation ceremony must receive the approval of the Dean using the Request for Early Commencement Participation form, available in the RSHS Office of the Dean.

More information is available on the University Commencement website and in the graduation policies section of the University Catalogs.

GENERAL INFORMATION

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

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

ATHLETIC TRAINING

Athletic Trainers must be certified on a national level and be certified, registered, or licensed on a state level, if required by the state in which the student intends to practice. Upon completion of program requirements in athletic training, students will be eligible to sit for the national Board of Certification examination (BOC). Athletic training students may sit for their examination at the testing time that immediately precedes graduation, but the Department recommends that students take the certification in June, following their May graduation. The approximate cost is $360.00. All students must pass this examination to be recognized nationally as certified athletic trainers. Students must register for the examination online.

Those students who wish to practice in the state of Pennsylvania also must apply to the Pennsylvania State Board of Medicine and State Board of Osteopathic Medicine for licensure as an athletic trainer after they have passed the BOC examination. An athletic trainer must have this certification to practice as a licensed health professional in Pennsylvania. More information on this licensure process is available from the Bureau of Professional Licensure, State Boards of Medicine and Osteopathic Medicine. If a student wishes to practice outside the state of Pennsylvania, that student should contact the specific state’s athletic training organization or the BOC for more information.
HEALTH MANAGEMENT SYSTEMS

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

OCCUPATIONAL THERAPY

In order to practice, occupational therapists must first be certified on a national level, and may then apply for licensure on the state level, if required by the state involved. To be eligible for the certification examination and licensure, a candidate must be of good moral character and not abuse substances. An individual who has committed a felony or abused substances may not be eligible to sit for the national certification examination and/or licensure. Upon graduation from the occupational therapy program, students will be eligible to sit for the certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). The approximate cost is $500.00. The NBCOT accepts applications for the examination and maintains the roster of certified occupational therapists. More information is available on the NBCOT website.

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

PHYSICAL THERAPY

In order to practice, physical therapists must be licensed according to state law. Upon graduation from a CAPTE accredited program, students will be eligible to sit for a computerized licensure examination. The procedures for taking the computerized exam vary from state to state. Students should therefore: 1) Find out what their jurisdiction requires; 2) Complete a state application form; 3) Register and pay for the exam using the Federation of State Board of Physical Therapy's (FSBPT) exam services website and 4) Obtain jurisdiction approval. Once the jurisdiction has ‘approved’ the student’s eligibility, the student will receive an ‘authorization to test’ letter from the FSBPT containing instructions on how to schedule an appointment for testing. Presently, the test is available at most Prometric Centers. In Pennsylvania, the Physical Therapy Practice Act is the law under which physical therapists practice. To be eligible for licensure an applicant must be twenty years of age, be of good moral character, not be addicted to the habitual use of alcohol or narcotics or other habit-forming drugs, have completed a State-approved 3-hour Child Abuse Recognition & Reporting course, and be a graduate of an accredited educational program. Please refer to the official Physical Therapy Practice Act for additional details.
PHYSICIAN ASSISTANT STUDIES

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

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

SPEECH-LANGUAGE PATHOLOGY

In order to practice, speech-language pathologists must typically hold national certification in the form of the Certificate of Clinical Competence (CCC) awarded by the American Speech-Language-Hearing Association (ASHA). The CCC will be awarded by ASHA following completion of academic and clinical education, completion of a nine-month full-time clinical fellowship (ASHA Membership & Certification Handbook), and receipt of a passing score on the national examination in speech-language pathology (Praxis Speech-Language Pathology 0331 exam by the Educational Testing Service, ETS). Speech-language pathology students may sit for their examination at a testing time preceding or after graduation. Additionally, most states require that speech-language pathologists are licensed, certified, or registered according to state law. Students are responsible for contacting the appropriate state boards for additional information and applications.

In order to work in public schools, most states require speech-language pathologists to hold teacher certification in their area of specialization. In Pennsylvania, individuals wishing to work in the public school system must earn a degree from a Department of Education approved program and pass the Praxis Speech-Language Pathology exam (0331) by ETS. The Speech-Language Pathology program is a state approved program.

The national examination in speech-language pathology (Praxis Speech-Language Pathology 0331 exam) is also required for licensure by the Pennsylvania Bureau of Professional and Occupational Affairs.

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

ACADEMIC ADVISEMENT

Students are assigned to an academic advisor in the Office of the Dean once they are admitted into a program. Students may also be assigned to a faculty advisor by their Department. Academic and faculty advisors welcome contact with students and encourage them to seek assistance whenever necessary. They prefer to see students by appointment to ensure that proper time can be spent in addressing their concerns. During registration periods, in particular, appointments are generally required. Advisors are, however, willing to meet students without appointments when necessary.
Role of Academic Advisor
Duquesne University believes in providing comprehensive student advisement. All students are assigned to an academic advisor who will work with them throughout their career at the University. The advisor, located in the RSHS Dean’s Office, acts as an ombudsman for the student in his/her interaction with all officials throughout the University.

Academic advisors are trained to assist students in developing and maintaining academic schedules, securing financial aid, and interacting with professionals in other fields who will assist them in their social, psychological and spiritual development. To help maximize their success and satisfaction with University life, students are encouraged to meet with their advisor regularly. While knowledgeable in specific academic disciplines, academic advisors are not trained to provide profession-specific guidance to students.

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

If students change majors, their academic advisor will change.

Role of Faculty Advisor
Students will receive professional guidance through their assigned faculty advisor. Faculty advisors are experts in their specific professional disciplines and are helpful resources for the students enrolled in specific academic majors. Students should avail themselves of their faculty’s expertise and professional position at any time, while also respecting faculty schedules. If a student has a pressing problem at any time, that student should feel free to approach any faculty member or administrator within the Department or the RSHS.

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

UNIVERSITY STUDENT SERVICES

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

- Spiritan Campus Ministry
- Campus Safety
- Career Services Center
- Commuter Affairs
- Office of Disability Services
- Duquesne University CARES (Alcohol and Drug Awareness)
- Freshman Development
Gumberg Library

Health Service

International Students

Michael P. Weber Learning Skills Center

Parking and Traffic Management

Residence Life

Student Life

Study Abroad

University Counseling & Wellbeing Center

Writing Center

RSHS STUDENT SERVICES

RSHS Tutorial Services
Students in need of academic assistance should discuss this with their academic and/or faculty advisor who, in turn, will talk to the faculty member responsible for the particular class. In general, RSHS faculty do not provide tutorial services. Tutors for foundational courses (e.g., Anatomy, Physiology, Neuroscience) are available through the RSHS Office of the Dean at no charge to students.

Posting of Announcements
The Health Sciences Building has bulletin boards located throughout the building and Fisher Hall has bulletin boards on the fourth floor so that student organizations and University departments can post notices regarding various activities and information. No posting is permitted in any other area, including on the walls, doors or glass. Students should direct questions or special requests to the Office of the Dean. Some Departments will have designated boards that are not open for general posting and will be so marked.

Student Evaluation Survey (SES)
The Student Evaluation Survey (SES) was developed to provide feedback to the instructors on their teaching and on the course. In all classes, students are asked to complete an online SES. In addition to using the results to improve teaching, they are also used as one factor in determining promotions, tenure and salary increases. Thoughtful, objective responses that focus on the teaching of the course being evaluated will assist Duquesne Faculty in improving their teaching.

Locker Facilities
The RSHS has men's and women's locker facilities located on the second floor of the Health Sciences Building. All students enrolled in the professional/accredited phase will be assigned one, and only one, locker for their personal use. Students must supply their own locks. Pre-professional students registered for Anatomy will be assigned lockers located on the second and third floor back hallways. Pre-professional students must vacate their lockers at the conclusion of their Anatomy course; graduating
students must vacate their lockers prior to graduation. Speech-Language Pathology Year I Professional Phase students will be assigned lockers in Fisher Hall.

**Photocopying**
Photocopying machines can be found on the fourth and fifth floors of the University Library. Photocopying machines are also available to RSHS students on the first and second floors of the Health Sciences Building and the fourth floor of Fisher Hall.

**Lost and Found**
The RSHS maintains a lost and found area in the Office of the Dean for any articles lost within the building. The Office is open 8:30 a.m. to 4:30 p.m., Monday through Friday.

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

**Notary**
The RSHS has a notary within the Office of the Dean at no cost to RSHS students or faculty. Contact Mrs. Deborah Durica at durica@duq.edu to schedule a notary appointment.

**Vending and Student Study Areas**
Vending machines are located on the first floor of the Health Sciences Building. RSHS student lounge areas are located on the first and second floors of the Health Sciences Building, and an RSHS student study area is located in Room 334 Health Sciences Building. Vending machines are also located on the second floor of Fisher Hall in the Physics student dining area.

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

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

**Athletic Training**

**Duquesne University Students in Athletic Training (DUSAT)**
DUSAT is a student-run school-wide professional association that is open to all students enrolled in the Department of Athletic Training and any other individuals who may be interested in the promotion and development of athletic trainers and the profession of athletic training. Activities of this association include guest speakers, trips to local sports medicine facilities and professional athletic associations, fund-raisers to gain money to attend professional meetings and serving as part of the medical teams for various special events. The association's advisor is Dr. Jason Scibek.
Pennsylvania Athletic Trainers' Society, Inc. (PATS, Inc.)
Students automatically become members of the Pennsylvania Athletic Trainers' Society when they join the NATA. Student members receive discounted rates for the annual state convention and are eligible for state scholarship opportunities.

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

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

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

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

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

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

Pennsylvania Occupational Therapy Association (POTA)
Students are encouraged to join the Pennsylvania Occupational Therapy Association (POTA) as a student member. Students receive a monthly newsletter, licensure updates and discounted rates at the annual state convention in the fall. Membership is $15 per year. POTA facilitates interaction and collaboration of faculty and students from all Pennsylvania schools through the Pennsylvania Commission on Education (PCOE). POTA District II meetings are held throughout the year in Pittsburgh.
American Occupational Therapy Association (AOTA)
Students in the professional phase are required to join the American Occupational Therapy Association (AOTA) as a student member and retain active membership throughout their professional program. In addition to receiving the bi-weekly newspaper and the bi-monthly professional journal, The American Journal of Occupational Therapy (AJOT), students become eligible for scholarships and discount rates to the national convention, AOTA publications and other member benefits. Membership is $53.00 per year (standard student) or $75 (student plus) per year.

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

Physical Therapy

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

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

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

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

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

Physician Assistant Student Association (PASA)
Membership is open to all pre-professional and accredited phase students.

Student Academy of the American Academy of Physician Assistants (SAAAPA)
Membership in the Student Academy of the American Academy of Physician Assistants is open to all pre-professional and professional/accredited phase students.

Pennsylvania Society of Physician Assistants (PSPA)
An official class roster is submitted to the Pennsylvania Society of Physician Assistant (PSPA), which generates an entitlement for students to receive quarterly news bulletins and reduced rates for registration fees to professional conferences. Student dues are a one-time $15.00 fee that provides membership until the June after graduation. Membership is encouraged for accredited phase students.
American Academy of Physician Assistants (AAPA)
The Department Chairperson submits an official class roster of professional/accredited phase students to the American Academy of Physician Assistants (AAPA), which will generate a one-year entitlement for the student to receive a 10-month complimentary subscription to professional publications, as well as membership services including reduced rates for registration fees to professional conferences. Chartered chapter members may participate in governmental structure, vote and hold office. Membership is open to pre-professional and professional/accredited phase students.

Speech-Language Pathology

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

Pennsylvania Speech-Language-Hearing Association (PSHA)
PSHA is the state professional organization. Student membership is encouraged.

Southwestern Pennsylvania Speech-Language-Hearing Association (SWPSHA)
SWPSHA is a regional professional organization. Student membership is encouraged.