Rocky Mountain University of Health Professions is registered under the Utah Postsecondary Proprietary School Act (Title 13, Chapter 34, Utah Code). Registration under the Utah Postsecondary Proprietary School Act does not mean that the State of Utah supervises, recommends, nor accredits the institution. It is the Student’s responsibility to determine whether credits, degrees, or certificates from the institution will transfer to other institutions or meet employers’ training requirements. This may be done by calling the prospective school or employer. The institution is not accredited by a regional or national accrediting agency recognized by the United States Department of Education.
Welcome to Rocky Mountain University of Health Professions!

President’s Message

Utah! The interpretation of the Ute word Utah is Top or, in specific terms, Top of the Mountains! I welcome you to the Top of the Rocky Mountains and to Rocky Mountain University of Health Professions --which is at the Top of post-professional education programs. You will find that we work hard to maintain our standing at the Top of the post-professional education ladder and we do so by staying abreast of contemporary health science issues. We continually develop and upgrade state-of-the-art curricula in a vast array of health science specialties. We employ the most gifted and qualified faculty and professors who are at the Top of their respective fields to facilitate the learning process and to create an academic environment conducive to the best didactic, clinical, and research education available anywhere in the United States.

As you step into the academic world of post-professional education, you can now do so without stepping out of your current residential circumstances or professional work demands and you can do so at a reasonable expense conducive to the working student.

We welcome you to the Top of the mountains and to the Top of the post-professional education opportunities that await you.

Richard P. Nielsen, PT, DHSc, ECS
President
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General Information

Rocky Mountain University of Health Professions reserves the right to change without notices any statement in this publication concerning, but not limited to, rules, policies, tuition, fees, faculty, curricula, and courses. This document is not a contract or an offer of a contract.

Mission Statement

Rocky Mountain University of Health Professions, a post-professional graduate university, is dedicated to educating healthcare professionals in a scholarly environment that benefit from the sharing of ideas within and across University programs. Programs provide University students the opportunity to thrive as excellent and competent evidence based practitioners who are ethically aware, socially responsible healthcare providers who will be leaders in the healthcare arena. Through a diverse and culturally competent student body, faculty, staff, administration, and Board of Trustees; the University strives to provide dynamic educational experiences that contribute to the creation, development, and promulgation of new knowledge; promote critical thinking; focus practitioners on achieving skills essential to the advancement of practice, and prepare professionals to assume leadership roles in healthcare, academia, and research.

Vision Statement

The vision of Rocky Mountain University of Health Professions (RMUoHP) is to become a nationally and internationally recognized paradigm of excellence for education of healthcare professionals, and to set the global standard for exemplary graduate and post-professional health professions education.

Core Purpose

Trustees, administrators, faculty, students, and staff are committed to fulfilling the core purpose of RMUoHP by assuming responsibility for their essential and varied roles. The Board of Trustees review policy and steward the quality and integrity of the University; administrators mentor and oversee the educational and organizational climate of the University; faculty create and maintain academic programs which define the quality and character of the institution; faculty and students engage actively in instruction, scholarship, practice, and research; and staff oversee facilities and educational resources. All strive to nurture a collegial environment conducive to the teaching/learning process, working as an integral team. The entire University community is dedicated to its members’ pursuit of intellectual, personal, and professional development with academic integrity.

Core Values and Guiding Principles

RMUoHP is a diverse educational community committed to:

- Integration of learning, research, and practice.
- Excellence in the delivery of health services that is grounded in the highest standard of ethical practice, and is evidence-based, effective, and compassionate.
- Integrity, honesty, and personal responsibility in our endeavors.
- Respect for self and others across all cultures.
University Goals
The University is dedicated to achieving the following goals:

- Provide a high quality post-professional graduate education that is evidence-based and grounded in science.
- Provide support services and an environment conducive to students’ intellectual, ethical, social, psychomotor, and personal development so they can become independent and collaborative practitioners.
- Educate students who can critically evaluate, conduct, and disseminate research that will contribute to the science and practice of various health science fields.
- Emphasize the enhancement of all forms of communication skills, critical and analytical thinking skills, and research skills.
- Provide dynamic program offerings through a unique delivery system in response to changing societal and healthcare needs.
- Provide professional development activities to encourage the faculty and staff to enhance their service, teaching, practice, and scholarship skills.
- Become distinguished in developing and promoting community service and professional leadership roles.
- Develop individuals who are contributing members of their professional community.
- Promote cultural competence, and ethnic, racial, and gender diversity among the administration, faculty, staff, student body, and in the curriculum.
- Continually review and improve, through systematic assessment, its institutional effectiveness.

Governing Officers
The University is administrated by officers who include the President, Vice President of Academic Affairs (VPAA), Vice President of Special Projects (VPSP), Vice President of Finance and Administration (VPFA), Vice President of Student Services (VPSS), and by various University committees. The Board of Trustees guides, advises, and oversees the University relative to fulfilling its mission. The Graduate Program Directors (GPDs) and faculty design and coordinate the various academic programs.

Administrators
Richard P. Nielsen, PT, DHSc, ECS - President
Stan L. Hartgraves, PT, PhD - Vice President of Academic Affairs
Michael Skurja, Jr., PT, MS, ECS - Vice President of Special Projects
Michael Millet, MBA – Vice President of Finance and Administration
Jessica D. Egbert, MEd - Vice President of Student Services
Mitchell J. Rauh, PT, PhD, MPH - Director of Research
Stan Smith, MS – Director of Marketing

Board of Trustees
Dennis Spillane, PT, MBA, RD - Chair
Robert A. Sellin, PT, DSc, ECS - Vice Chair
Robert S. Kayler, MS, FACHE - Secretary
Layne R. Peterson, CPA - Treasurer
Richard H. Bass, JD, CPA
J. Philip Knight-Sheen
Kevin Lyons, PhD, FASAHP
Timothy E. Mott, PhD
Virginia Nieland, PT, MS, DSc (Hon)
Richard P. Nielsen, PT, DHSc, ECS
Louis R. Osternig, PhD, ATC
Kathleen Rourke, PhD, RN, RD, CHES
Leslie R. Smith, PhD

Graduate Program Directors

Neal Cutler, PhD - Aging (DSc)
Don Chu, PT, PhD, ATC, CSCS Athletic Training (DSc)
Michael Skurja, Jr., PT, MS, ECS – co-GPD - Clinical Electrophysiology (DSc)
Lisa DePasquale, PT, DSc, ECS – co-GPD - Clinical Electrophysiology (DSc)
S. Omar Ahmad, OTD, PhD - Clinical Neuroscience (DSc)
Donna Bainbridge, PT, EdD, ATC – Health Promotion and Wellness (DSc)
Kathleen Rourke, PhD, RN, RD, CHES - Master of Science (MS)
Sandy Pennington, PhD, RN – Nursing (DSc)
Lori Thein Brody, PT, PhD, SCS, ATC - Orthopaedics and Sports (DSc)
Jane K. Sweeney, PT, PhD, PCS - Pediatrics (DSc)
Roger Green, DNP, ARNP, FNP, BC, FAANP – Transitional Doctor of Nursing Practice (DNP)
Martha Hartgraves, PhD, OTR/L – Transitional Doctor of Occupational Therapy (OTD)
Gail Deyle, PT, DPT, OCS, FAAOMPT – Transitional Doctor of Physical Therapy (DPT)

Campus and Physical Facilities

Location
The University is located at 1662 West 820 North in Provo, Utah approximately 40 miles south of Salt Lake City along the base of the beautiful Wasatch Mountains.

University Web Access
The University maintains an Internet presence at www.rmuohp.edu. Current information about the campus, curricula, faculty, and news is provided. Most University forms, including applications, are available for download at the website.

University Staff
The University Staff handle all incoming and outgoing correspondence by email, mail, fax, and telephone. Regular office hours are 8AM – 5:30PM Mountain Time, Monday through Friday. All staff, administrators, and Graduate Program Directors can be reached via his or her email address, which is the first letter of his or her first name followed by last name @rmuohp.edu. The following University Business Office staff contact information is provided to expedite your questions and needs:

Pat Asato (pasato@rmuohp.edu) – Administrative Assistant for University Affairs and Safety Officer. Responsibilities include coordinating faculty travel and classroom needs as well as facilitating campus safety.

Shelby Everingham (severingham@rmuohp.edu) – Administrative Assistant for Finance. Responsibilities include supporting the Vice President of Finance and Administration.
Gretel Cosman (gcosman@rmuohp.edu) – Registrar. Responsible for all official student records and student assessments. This includes assessment dissemination (to and from students and proctors, to and from University faculty); recording and dissemination of course grades, transcripts, tracking of student course progress and grades, and maintenance of University faculty and student databases. All assignments are sent to the Registrar for accurate and timely recording and tracking.

Kara Luke (kluke@rmuohp.edu) – Administrative Assistant for Academic Affairs. Responsibilities include supporting Academic Affairs, including the Registrar and Medical Librarian

Nicki Nebeker (nnebeker@rmuohp.edu) - Human Resources Manager and IRB Manager. Responsibilities include coordination of the dissertation and IRB processes as well as all human resources functions.

Shanin Young (syoung@rmuohp.edu) – Library Assistant. Responsibilities including supporting the Medical Librarian, including interlibrary loans and article searches.

University Laboratory Space

The University provides laboratory space for psychomotor activities. A cadaver laboratory is also available off site.

Library and Resource Center

On-site – The University provides students and faculty with Resource Center access while on campus. The Resource Center is open during normal business hours and at the student’s request with the medical librarian availability by appointment. Books and journals are available for student use while on campus. The University also employs a medical librarian, Marilyn Schwartz, MLS, whom faculty and students may contact for research assistance (mschwartz@rmuohp.edu). Additionally, Shanin Young, Library Assistant, can help students and faculty as well.

The Resource Center includes several computers with Internet access, printer connection, and peripherals. The University also offers wireless Internet connectivity.

Electronic – The University provides students and faculty with library access to relevant databases and full text articles through the Ovid system and an agreement with the University of Utah. RMUoHP student are provided library privileges for the duration of their formal enrollment with the University. Unique passwords are provided during after acceptance. The web address for the library is: http://gateway.ovid.com.

Off-site – While students are required to have laptop computers, the University provides four printers for student use at the La Quinta Inn and Suites, the primary housing residence for University students. Free high-speed Internet access is also available in each hotel room.

Parking and Public Transportation

Parking facilities are provided at the University for students, faculty, staff, and administration at no charge for automobile, motorcycle, and bicycles.
The campus is conveniently located near a major freeway and is easily accessible by public transportation. Students who stay in the designated hotels are provided free transportation to and from campus. The Utah Transit Authority, the local public transportation company, can be reached for bus schedule information by calling (In State) Toll Free: 1-888- RIDE-UTA (743-3882) or (Outside of Utah) 801-RIDE-UTA (743-3882).

**Housing**

Students are generally on campus for six or seven days each academic session. As such, the University has contracted with several hotels in the community for substantially discounted rates on rooms and transportation. Detailed information regarding housing facilities is provided to students upon admission. The University does not maintain independent housing facilities for students.

**Identification Cards**

Each student enrolled at the University is issued an official University identification card (ID). This card provides the student access to University facilities. The ID card is nontransferable, and any student who allows another person to use their ID card is subject to disciplinary action.

ID cards are made during the first week of class and distributed free of charge. Replacement for a lost or damaged card is through the Student Services Office. Lost, found, or stolen ID cards should be reported immediately to the VPSS.

**Assistance for Disabled Students**

The University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 by assisting with special access to the University and its premises. Students who need special assistance should contact the Student Services Office to determine and clarify what needs can be accommodated (See Section on Learning Disabilities/Physical Challenges).

**Campus Safety**

The University supports the “Safe and Drug-Free Schools and Communities Act.” Annually, the University reports crime and arrest statistics, as required by the Crime Awareness and Campus Security Act of 2000. Since the beginning of operation (January 1999), no crimes or arrests have been recorded.

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**Medical Emergencies**

When on campus any student, University employee, or guest of the University that requires medical attention will have the required care summoned from local resources at the discretion of the employee(s) in charge. As part of the admission process, students assume the financial responsibility for any required medical assistance.

The University has arrangements with convenient medical and dental facilities that allow students to receive priority treatment. Students with medical or dental need may contact the offices listed below. In the case of extreme emergency, students should immediately call 911.

**Utah Valley Family Medicine Center**  
Jan Marsh, Office Manager  
475 West 940 North  
Provo, Utah 84604  
801-357-7937

**Dr. Gary Wiest (Dentist)**  
168 West 800 North  
Provo, UT 84604  
801-374-820

**Tobacco-Free Environment**

The University is committed to the promotion of healthy behaviors. Therefore, tobacco use in any form is not permitted inside any University building. There is a smoking area available on the western side of the building.

**Alcoholic Beverages**

Alcoholic beverages are not permitted anywhere on the University campus, including the grounds and parking lots. Alcohol use is not permitted by students or faculty while attending class-related activities associated with the University (i.e., clinical settings, research data collection, etc.).

**Religious Holidays**

In preparation of the academic calendar, generally two years in advance of any single enrollment date, the University makes every effort to avoid conflicts with major religious holidays. However, if conflicts occur, consideration is made for the student’s request within University guidelines.

Because the academic calendar for each program is established in advance of the student’s enrollment, it is expected that the student accept the responsibility to attend classes as scheduled. Prior to enrollment, the student may request special arrangements to avoid a conflict due to religious practices, however, it is at the University’s discretion to approve, deny, and manage these requests.
All policies regarding missed classes will apply in the event a student misses class due to a religious holiday. Students with class conflicts because of religious holidays should notify their GPD before they begin the program. Students who believe they have been unreasonably denied an educational benefit due to their religious beliefs or practices may bring the matter to the attention of the GPD, or when for any reason this would not be appropriate, the VPSS.

**Academic Information**

The University is a unique post-professional graduate university that uses an integrative approach to health sciences and practice. Students complete coursework on-site in a traditional classroom setting as well as off-site in a directed independent study format.

GPDs and faculty members model the continuous integration of scientific knowledge and current professional practices with evidenced-based principles to achieve the goal of fostering a career-long approach that interweaves health science knowledge, investigation methods, and sound patient or client management. Both didactic, clinical, and research components strive to emphasize sensitivity to cultural competence.

The University places a high and equal value on scholarship, research, clinical training, and practice. The integration of health science theory, research, and clinical practice allows students to gain:

- An ability to critically evaluate and integrate theoretical concepts in the health sciences.
- An ability to analyze and practice the principles and methods of scientific inquiry and research methodologies applicable to the study of the human condition and healthcare practices.
- Mastery of practical and clinical skills essential for professional practice in settings within the contemporary healthcare industry.
- Skills to critically read published research and to apply those evidenced based principles in a responsible and appropriate manner.
- Skills to generate original thought and research.
- Skills to work cooperatively with colleagues at all levels of service in the healthcare system.
- A demonstrated commitment to personal and professional ethical standards.
- A demonstrated commitment to continuing personal and professional development and life long learning.
- A commitment to wellness and knowledge of and practice of preventive measures to ensure optimal healthcare.

**Educational Model**

The University considers the best educational model for a changing healthcare environment to be an integration of scholarship, practical experience, and research. To achieve the desired outcomes, the integration of academic work, clinical experience, and research begins early in the student’s education and continues throughout his or her graduate program.

*Eight educational strategies are emphasized in the Master of Science (MS) program:*

1. Didactic education in the classroom with emphasis on the foundational health sciences;
2. Mentoring by an outstanding faculty of healthcare professionals;
3. Understanding of research and the research process;
4. Completion of a peer-reviewed and referenced case report manuscript on a pre-approved topic;
5. Presentation of the case report manuscript;
6. Application of healthcare statistics and tests and measures;
7. Interaction with appropriate and experienced role models; and,
8. Interaction with experienced students/professionals of varied interests in an open classroom environment.

**Eight educational strategies are emphasized in the transitional Doctor of Physical Therapy (DPT), transitional Doctor of Occupational Therapy (OTD), and transitional Doctor of Nursing Practice (DNP) programs:**
1. Didactic education in the classroom with emphasis on the foundational health sciences;
2. Mentoring by an outstanding faculty of healthcare professionals;
3. Understanding of research and the research process;
4. Completion of a peer-reviewed and referenced case report manuscript on a pre-approved topic (DPT, OTD);
5. Development, implementation, and completion of a capstone project (DNP);
6. Application of healthcare statistics and tests and measures;
7. Interaction with appropriate and experienced role models; and,
8. Interaction with experienced students/professionals of varied interests in an open classroom environment.

**Nine educational strategies are emphasized in the Doctor of Science (DSc) programs:**
1. Didactic education in the classroom with an emphasis on both core and specific health science educational learning;
2. Foundation in the analysis and critique of scientific literature;
3. Mentoring by an outstanding faculty of health science professionals;
4. Directed advanced clinical, health science, educational, or research experience in supervised and mentored settings;
5. Grounding in research design and bio-medical statistics
6. Development, implementation, and completion of a doctoral project;
7. Guidance and interaction with nationally recognized Graduate Program Directors, professionals in practice, education, or research environments;
8. Interaction with appropriate and experienced role models; and,
9. Interaction with experienced healthcare professionals of like interests in an open classroom environment.

**Academic Dean**

The Academic Dean oversees and guides the academic activities of the school. The dean may also serve as a GPD. The Academic Dean has direct responsibility for the admissions, academic integrity, and outcomes of the school.

**Graduate Program Directors (GPDs)**

GPDs have been selected from the pool of nationally recognized experts throughout the United States based upon their expertise in a selected specialty, their ability to identify the scope of knowledge and practice skill necessary to achieve the goals of the University, their ability to teach, to identify additional faculty to teach across the scope of their disciplines and to mentor post-professional health science students. The primary responsibilities of the GPD include curricula development, admissions review, coordination of faculty, instructional supervision, testing and evaluation, coordination of the Practicum, assuring the academic integrity of the
standards of RMUoHP, guidance and mentoring of students during the didactic and research phases of the program, and University governance activities.

Faculty
The faculty are comprised of GPDs, part-time, affiliated, and adjunct faculty. The University faculty are generally actively engaged in clinical practice and research, and possess academic knowledge that meets the highest standards of academic scholarship and professional practice in the health sciences. The faculty demonstrate exemplary skills through their practice of adult education principles, as they provide instruction, assessment, advising, and mentoring to students across all facets of the educational experience at RMUoHP.

The University does not provide professional liability insurance for GPDs, other faculty, and students. Therefore, if GPDs or faculty have physical contact with students in the classroom setting, e.g., by demonstrating techniques, they understand that the University will not provide professional liability insurance for them, their students, and/or patients. In addition, students practicing techniques on each other must provide their own professional liability insurance. Therefore, GPDs and other faculty who elect to demonstrate techniques on either students or patients shall maintain professional liability insurance acceptable to the University, with minimum limits of at least $1,000,000 per occurrence and $5,000,000 annual aggregate, and with an annual deductible not to exceed $10,000. They shall also provide the University with satisfactory evidence of the existence of such insurance at all times, including satisfactory evidence of its renewal or replacement before its expiration or cancellation. They agree to hold harmless and indemnify the University, and its owners, directors, officers and employees, from and against all losses, claims, damages and expenses, including reasonable attorneys’ fees and court costs, arising out of or relating to the actual or alleged professional negligence or misconduct in demonstrating techniques or procedures on their students.

Didactic Education
RMUoHP is a post-professional University that uses both didactic and directed independent study formats. The classroom is viewed as a critical forum for inquiry where faculty and students interact in a scholarly manner. Curricular content in all areas include the presentation of classic scholarly works as well as current theoretical concepts and research. Openness to new ideas and applications is encouraged as both theory and research is critically evaluated. Faculty are encouraged to place additional emphasis on how research and theory relate to the healthcare delivery system and clinical practice. An evidence-based theme permeates all academic curricula.

Every effort is made to expose students to a range of professional role models from various specialty fields, practice settings, and demographic areas of society. Faculty are encouraged to use a variety of communication methods to be assessable to student inquiries and to dialogue with students to facilitate the student’s learning and professional growth.

Thesis and Capstone Project
Students enrolled in the Master of Science program may elect to complete a thesis following the completion of didactic coursework. This six-month option provides additional research experience for students desiring to expand their knowledge base. Additionally, students in the transitional Doctor of Nursing Practice program are required to complete a culminating capstone project at the completion of the didactic coursework.
Practicum

The practicum experience for students in DSc degree programs provides a unique professional experience in community settings that relate to a student's field of study, and is mentored by individuals selected for their specific areas of expertise. This experience is predicated on an evaluation of the students' past professional experience, professional interests, and professional and curricular goals. Goals, objectives, and outcomes for the practicum are elucidated in a Practicum Contract between the student and the GPD.

Dissertation

The dissertation is designed as a unique learning experience, providing the student with an opportunity to explore a specific area of interest combined with a rigorous methodology. All students in DSc programs must complete a dissertation that is evidence-based. Studies concerning various facets of applied practice or areas related to the student's professional specialty area are encouraged. The dissertation is conducted under the supervision of a doctoral committee consisting of a doctoral committee chairperson and a minimum of two additional committee members. A dissertation proposal is presented and defended before the student's committee prior to proposal approval. Following completion of the research effort, an oral presentation of the dissertation is presented before the doctoral committee at a seminar open to the general public. While the doctoral committee chairperson must be physically present at both the dissertation defense and dissertation oral presentation, students are encouraged to have all committee members physically present at both events. Students are expected to submit their final dissertation manuscript for peer-review to a scientific journal.

Students as Professionals

Due to the unique educational model, students are required to be self-directed and to take individual responsibility and commitment to their education. This is accomplished through extensive reading, classroom preparation and participation, and directed independent studies. Generally smaller class sizes allow for an interactive (seminar) format that encourages critical inquiry and the ability to analyze and reason spontaneously. Each student is expected to contribute to the scholarly atmosphere of the classroom.

A rare and unique educational opportunity is afforded the students as they affiliate and interact, formally and informally, with experienced healthcare practitioners, educators, and researchers from other disciplines with similar or related interests. This interaction with other health professionals adds a rich dimension to the student's overall educational experience.
Degree Program Requirements

The University offers five graduate degree programs. The MS degree program is designed for those healthcare practitioners (i.e., PTs, OTs, RNs, ATs) that have earned baccalaureate degrees (or documented foreign equivalent) and desire to pursue post-professional education.

The transitional DNP degree is designed to prepare nurses as advanced clinical leaders able to effect change through system redesign and evidence-based decision making in a variety of clinical settings. Through coursework, directed independent study, and capstone project implementation, the DNP graduate is well prepared to influence health and social policy for diverse populations in a variety of settings.

The transitional DPT degree and transitional OTD degree curricula are designed for physical and occupational therapists, respectively, to augment the knowledge, skills, and behaviors attained in initial professional education for complex practice settings in the new century.

The DSc degree curricula are designed for healthcare practitioners with masters degrees or other doctorates to pursue post-professional advanced didactic study, clinical practice, and research in various health science fields.

Master of Science Degree (MS)

The post-professional MS curriculum is a one-year program with a six-month thesis option. Students with baccalaureate degrees (or documented foreign equivalent) in one of the designated health professions are required to attend didactic and laboratory classes on campus in Provo, Utah. Classes include three sessions of seven days each with nine hours per day and three directed independent study sessions (four months each session). Each directed independent study session is related to the program’s didactic work and can be completed in the student’s home community. A minimum of 33 credit units is required for graduation.

Schedule of Semesters and Credit Units

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 days/9 hours instruction per day</td>
<td>7 days/9 hours instruction per day</td>
<td>6 days/9 hours instruction per day</td>
</tr>
<tr>
<td>Directed Independent Study: 4 months</td>
<td>Directed Independent Study: 4 months</td>
<td>Directed Independent Study: 4 months</td>
</tr>
<tr>
<td>7 credits</td>
<td>7 credits</td>
<td>7 credits</td>
</tr>
<tr>
<td>4 credits</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Thesis Option: 6 months</td>
<td>Thesis Option: 4 months</td>
<td>Thesis Option: 4 months</td>
</tr>
<tr>
<td>6 credits</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Total Credit Units</td>
<td>Total Credit Units</td>
<td>Total Credit Units</td>
</tr>
<tr>
<td>33-39 credits</td>
<td>33-39 credits</td>
<td>33-39 credits</td>
</tr>
</tbody>
</table>

Transitional Doctor of Nursing Practice Degree (DNP)

The outcomes of the DNP program at RMUoHP are consistent with the vision of RMUoHP: to develop master healthcare professionals and leaders with advanced, evidence-based skills who critically review the literature, participate in research, and advance knowledge through
publications and dissemination of scholarly/clinical endeavors. The higher degree of clinical skill and knowledge provided by the degree can advance clinical nursing practice and help keep pace with demands for clinical leaders and advanced practice educators. This degree is also consistent with the recent move by the nursing profession towards the DNP as the entry-level degree for advance practice nurses by 2015. This program is available for advanced practice nurses who hold a masters degree.

The graduate will be a sophisticated consumer of research, as well as a socially responsible, competent, and innovative clinical leader who understands and appreciates the financial, political, clinical, and social factors that influence care models and population based delivery systems. The core courses and directed independent study sessions offer expanded study in the areas of leadership and management in advanced practice, evidence-based practice, leadership in establishing clinical excellence, information technology, ethics and social responsibility, expertise to inform health policy, and interdisciplinary collaboration.

The DNP program with its limited-residency model will provide the flexibility for the advanced practice clinician to still work while obtaining a doctoral degree. During the first 12 months, students will attend three intensive one-week on-site sessions (seven days each) and complete two directed independent study projects done from the student’s residence location for a total of 40 credit hours. A capstone project is required with a focus on applying best current evidence. The program, including didactic portion and capstone project, will require approximately 18 months to complete.

**Schedule of Semesters and Credit Units**

<table>
<thead>
<tr>
<th>Session 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7 days/9 hours instruction per day</td>
<td>7 credits</td>
<td></td>
</tr>
<tr>
<td>Directed Independent Study: 4 months</td>
<td>4 credits</td>
<td></td>
</tr>
<tr>
<td>Session 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 days/9 hours instruction per day</td>
<td>7 credits</td>
<td></td>
</tr>
<tr>
<td>Directed Independent Study: 4 months</td>
<td>4 credits</td>
<td></td>
</tr>
<tr>
<td>Session 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 days/9 hours instruction per day</td>
<td>7 credits</td>
<td></td>
</tr>
<tr>
<td>Capstone Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone Project: 6 months</td>
<td>10 credits</td>
<td></td>
</tr>
<tr>
<td>Capstone Project Oral Presentation</td>
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<tr>
<td><strong>Total Credit Units</strong></td>
<td></td>
<td>40 credits</td>
</tr>
</tbody>
</table>

**Transitional Doctor of Physical Therapy Degree (DPT) and Transitional Doctor of Occupational Therapy Degree (OTD)**

These transitional doctorate programs at RMUoHP are designed to bridge the gap between entry-level bachelors and masters degrees with the newly emerging entry-level clinical doctorate degrees. These programs additionally follow guidance provided by professional associations regarding degree standards. Not only will these programs enhance clinical and problem-solving skills, but will also provide an evidence-based foundation for clinicians to justify their clinical approaches. Building block courses include OT and PT Therapy Intervention, as well as Critical Inquiry 1 and 2 (each with strong integration of evidence-based methodology). The transitional OTD program will broaden the student’s perspective to include current topics such as occupation-centered theory and practice, evidence-based decision-making, and occupational
science. The transitional DPT program will provide practicing clinicians with opportunities to enhance skills by studying topics such as clinical exercise physiology, differential diagnosis, and radiology. Graduates of these programs will have the confidence and tools to become leaders in their professions.

The transitional DPT and OTD degree programs are designed for practitioners who are unable to leave their practices for traditional education models, but who also do not wish to enroll in online programs. Students need only be on-site for a total of two weeks over an eight-month period (one week every four months). Students gain tremendously by intense interactions with professional colleagues (students and faculty) from around the nation. Following the on-site sessions, all coursework is completed from the student's home community.

**Schedule of Semesters and Credit Units**

<table>
<thead>
<tr>
<th>Session 1</th>
<th>7 days/9 hours instruction per day</th>
<th>7 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directed Independent Study: 4 months</td>
<td>4 credits</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 2</th>
<th>7 days/9 hours instruction per day</th>
<th>7 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directed Independent Study: 4 months</td>
<td>4 credits</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Units 22 credits

**Doctor of Science Degree (DSc)**

The DSc degree programs are designed to integrate 18-24 months of classroom activity and independent study, practicum experience, and original research leading to the DSc degrees. A minimum of 75 credit units is required for graduation. Applicants must hold a masters degree or doctorate to enroll.

**Year One** (36 credit units)

Students attend didactic and laboratory classes at RMUoHP for four separate sessions generally encompassing six days each, nine hours per day (216 total contact hours). Three directed independent study sessions of three to four months each are completed by the students in their home location.*

**Years 2 and 3** (39 credit units)

Students attend didactic and laboratory classes for two sessions encompassing six days, nine hours per day (108 total contact hours) and then complete one directed independent study of three months in their home location.

Students participate in a practicum experience that may be started during the didactic portion of the curricula. Qualifying exams and the dissertation are completed after the didactic curricula.*

**General Schedule of Sessions and Credit Units**

<table>
<thead>
<tr>
<th>Session 1</th>
<th>6 days/9 hours instruction per day</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directed Independent Study: Approx. 3 months</td>
<td>3 credits</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 2</th>
<th>5 days/9 hours instruction per day</th>
<th>7 credits**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directed Independent Study: Approx. 3 months</td>
<td>3 credits</td>
<td></td>
</tr>
</tbody>
</table>
Session 3
6 days/9 hours instruction per day 6 credits

Session 4
6 days/9 hours instruction per day 6 credits
Directed Independent Study: Approx. 3 months 3 credits

Session 5
6 days/9 hours instruction per day 6 credits
Directed Independent Study: Approx. 3 months 3 credits

Session 6
6 days/9 hours instruction per day 6 credits

Sessions 7 and 8 (from home)
Practicum (100 – 300 hours) 6 credits
Dissertation 20 credits

Total Credit Units 75 credits

* The Athletic Training and Nursing programs may follow a unique summer-intensive schedule.
**Two credits of regular coursework are completed using a distance format.

Practicum

Students participate in an applied practicum program (practice/educational/research) in their area of professional study, of a minimum of 100 hours, under the overall direction of the GPD. The number of hours and methods required is dependent upon the student’s past professional experience and objectives, and are determined by the student’s GPD.

Qualifying Examination

Successful completion of a qualifying exam is required of all doctoral students. A student may take the qualifying exam when all didactic course work is completed and there are no outstanding Incomplete or In Progress grade designations in the academic record. The student must be current in their University financial accounts. The practicum does not have to be completed before the student takes the qualifying exam. The qualifying exam must be completed within six months from the last day of the sixth session or within six months from the satisfaction of outstanding I or IP grade designations.

The exam covers both core content (20%) and professional program content (80%). The time allotted for the core portion of the exam is 2.5 hours, while the time allotted for the professional program portion is up to the discretion of the GPD. The two portions of the exam may be given on separate consecutive days, based upon the discretion of the GPD. The student must pass both the professional portion of the exam and the core portion. If the student is unsuccessful in passing the core portion or the professional portion (or both portions) of the qualifying exam, he or she may retake either portion of both portions of the exam only once (after remedial study).

Evaluation Standards for the Qualifying Examination

- Pass
- Pass, with specific remedial work required.
- Unsuccessful performance; remediation and retake of exam required.

If the student does not pass the exam within the six-month time allotment or is unsuccessful at a second attempt and has not appealed or requested an extension, the student is considered academically dismissed from the graduate program.
Candidate Status

Once a doctoral student has successfully completed the qualifying examination, he or she is advanced to candidacy status, contingent on the recommendation of the GPD and with approval of the dean. The student is notified in writing of this advancement to candidacy by the dean or VPAA.

Dissertation

Students in DSc programs complete a dissertation that is of significant methodological rigor under the supervision of a doctoral committee chairperson and a minimum of two additional doctoral committee members.

Dissertation Proposal Approval Process

The student interacts with his or her GPD and other potential doctoral committee members, regarding his/her project ideas and appropriate project methodology. Once a proposed project and methodology is tacitly approved by the GPD, the student submits a request for approval of his or her doctoral committee members including the doctoral committee chairperson. The director of research has final approval authority for appointments of the doctoral committee chairperson and doctoral committee members. Once the doctoral committee is formally approved, the student works with the committee to develop a dissertation prospectus that is submitted to the director of research and the student’s GPD. Once this is approved, the student is allowed to develop the formal proposal. (See dissertation guidelines available on the research link of the RMUoHP website.)

The student, with his or her doctoral committee members, schedules a dissertation proposal defense. At a minimum, the student’s doctoral committee chairperson must be physically present at the dissertation proposal defense. While the other doctoral committee members may be present at the proposal defense by audio/visual conferencing, all doctoral committee members are strongly encouraged to be physically present at the defense.

Evaluation Standards

- Pass without revisions,
- Pass with revisions to the Dissertation Project Proposal
- Defer
- Fail

When the dissertation proposal is successfully defended the student submits the dissertation proposal defense approval form with the doctoral committee member signatures to the dean for formal approval. Once approved, the student may then submit an application and appropriate forms to the University Institutional Review Board (IRB). Data collection cannot begin prior to a signed approval of the RMUoHP IRB. (Refer to dissertation and/or IRB guidelines available on the research link of the RMUoHP website.)

Dissertation Oral Presentation

Students in the DSc programs are required to pass a dissertation oral presentation under the direction of the doctoral committee chairperson. This presentation is conducted when the committee determines that the student’s final doctoral research project manuscript is ready to be defended. At a minimum, the student’s doctoral committee chairperson must be physically present at the oral presentation. Like the proposal defense, the other doctoral committee
members may attend the oral presentation by audio/visual conferencing but are strongly encouraged to be physically present.

**General Format**

The dissertation oral presentation focuses exclusively on the student’s final doctoral research project manuscript. All members of the University community and the general public are invited to attend with permission of the student’s doctoral committee chairperson.

**Evaluation Standards**

- Pass without revisions,
- Pass with revisions to the dissertation.

When the final dissertation is successfully defended and the appropriate signatures are obtained on the approval form, the student may then submit the form and dissertation (all revisions made) as a final bound manuscript to the VPAA for final approval.

**Degree Conferral**

The MS, DNP, DPT, OTD, or DSc degree is conferred when all requirements are fulfilled (financial and academic) and the Board of Trustees authorizes conferral of the degree. The Candidate will be notified in writing of the right to use the academic degree designation.
Academic Standards

Grading Policies

When all requirements are fulfilled for each class in which the student is officially registered, students receive a course grade. This grade is the faculty’s evaluation of the student’s understanding and performance as related to the stated objectives of the class. Final “letter grades” are entered on a student’s official academic record and numeric values are used to compute the student’s grade point average (GPA). Only grades earned at RMUoHP are used to determine grade point average.

Grading Scale

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
<th>Grade Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>72- &amp; below</td>
<td>0.00</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>***</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>***</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>***</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>***</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
<td>***</td>
</tr>
<tr>
<td>NS</td>
<td>Grade Not Submitted</td>
<td>***</td>
</tr>
<tr>
<td>R</td>
<td>Repeat Course</td>
<td>***</td>
</tr>
<tr>
<td>AC</td>
<td>Audit Course</td>
<td>***</td>
</tr>
<tr>
<td>AW</td>
<td>Administrative Withdrawal</td>
<td>0.00</td>
</tr>
<tr>
<td>AF</td>
<td>Administrative Failure</td>
<td>0.00</td>
</tr>
</tbody>
</table>

***No numeric value computed in GPA

Course Designations

AW (Administrative Withdrawal)
An “AW” grade is assigned when a student unexplainably discontinues a class, does not attend class, and/or over fifty percent (50%) of the required course work is not submitted for grading purposes within the course deadlines. An AW affects the GPA, but may be replaced within a two-year period by repeating the course successfully. No fee refund occurs.

AF (Administrative Failure)
An “AF” grade is given when a student is dismissed from the University (refer to Dismissal Policy). An AF affects the GPA adversely. No fee refunds occur for work in progress.

I (Incomplete)
An “I” grade is assigned by the faculty when extenuating non academic circumstances, i.e. serious illness or other unavoidable circumstances, prevent the student from completing the course requirements by the end of the designated instruction period.
If the faculty member concurs with the student that extenuating circumstances are present, the student shall fill out an Incomplete grade contract that is signed by the faculty member, GPD, and dean. The Incomplete grade contract indicates the course requirements that must be completed and their due dates. The time for completion of incomplete assignments is determined by the faculty member and may not exceed twelve months. The contract is not official until the student, faculty member, and the GPD have given signed approval. This contract will remain in the student's University file. The Incomplete grade contract may be obtained from the University registrar for a $35 fee, which covers the administrative costs and required additional support from the faculty and GPD. This fee must be paid before the Incomplete is posted on the student’s transcript.

When all course requirements are completed as contracted, the faculty member will complete the portion of the “Incomplete Grade Contract” which indicates the final grade earned, and submit the completed form to the University Registrar.

If a grade of “I” is not changed by the end of the contracted period (or the twelve-months maximum), it will automatically be recorded as an “AW” grade.

**IP (In Progress)**
A grade of IP is assigned when a student completes all required course work but upon direction of the faculty, needs to remediate that work. An IP must be removed within 90 days of notification of the necessary remediation or the course grade will be calculated from the previously graded work. An IP grade contract must be completed by the faculty member and signed by the student, GPD, and dean. This contract will remain in the student’s University file.

When all course requirements are completed as contracted, the faculty member will complete the portion of the IP grade contract and submit the completed form to the University registrar that indicates the final grade. The final grade will be determined by the faculty based upon multiple factors including, but not limited to, the degree of improvement in the work, the extra time allowed for work completion, and the level of effort involved.

An IP grade contract may be obtained from the registrar for a $35 fee, which covers the administrative costs and required additional support from the faculty and GPD. This fee must be paid before the IP is posted on the student’s transcript.

**W (Withdrawal)**
The drop class period extends from the time of the registration until the point when less than forty percent (40%) of the class content and requirements have been presented or completed (generally within four contact hours). During the designated drop class period, students may withdraw from the course without penalty and will receive no grade in the course.

A “W” is assigned when students withdraw from classes during the designated drop class period or when extenuating circumstances prevail after the designated drop class period. Students must formally request withdrawals and must have been passing the class before such a request is made. Any course for which a “W” is assigned must be repeated if the student wishes to continue in the program. The withdrawal process includes the following steps:

1. The student submits a letter to the GPD stating the desire to withdraw, the official date of the withdrawal, and the course(s) the withdrawal affects;
2. After review (with the dean and/or VPAA input), the GPD rules on the request;
3. The student is notified of the decision within four weeks of the official request;
4. If approved, the student receives a “W” grade for the course. A “W” grade has no effect on the student’s GPA.

Failure to follow this procedure will result in an “AW” grade for the course.

Students may be eligible for tuition refunds in accordance with the University refund policy as described in the student’s enrollment agreement.

**TC (Transfer Credit)**
“TC” refers to transfer credit and is an indication of transfer credit allowance. A TC grade has no effect on the GPA.

**NS (Not Submitted)**
A “NS” is indicated when a grade has not been submitted by the faculty member. This has no effect on the GPA.

**R (Repeat of course)**
“R” indicates the student has repeated a course for graded credit. Upon successful completion of the course, the previous grade will be changed to an R. Only the “new grade” posted as the final grade will be used to compute the GPA. A course can only be repeated once. (Refer to Repeating Courses.)

**AC (Audit Course)**
“AC” indicates the student has taken the course for ungraded credit. An AC has no effect on the GPA. This is an official classification, but the student does not receive a grade or credit and does not submit course work.

**Grade Reports**
Grade reports will be mailed to students within eight weeks following the conclusion of the subsequent session of classes. These reports will consist of both the current academic work completed and a summary of the student’s cumulative academic work and cumulative GPA. This report is considered an unofficial transcript.

Grades will not be given over the phone. GPDs and faculty will communicate course grades to students via email or written notice. Students who need complete copies of their transcript should do so via written request by completing the transcript request form, that may be downloaded from the website under “Student Services,” and submitting it to the registrar.

Grade reports will also be distributed to students when on-site for academic sessions.

**Grade Changes**
Student grades are considered final when recorded by the registrar. Once a final grade is recorded by the registrar, no final grade may be changed except: 1) to correct the permanent record when a calculation error has been made, or 2) when the requirements for completing the course have met, or 3) upon direction of the grievance committee. When such corrections need to be made, an official grade change form must be completed by the course faculty member and sent to the registrar. All forms must be submitted prior to the end of the subsequent academic session.
Grade Mediation and Appeals

Academic grievances may result despite the most well intended efforts of both students and the faculty. Good communication between faculty and students will make disputes infrequent, but if disagreements occur, it is University policy to provide a mechanism whereby a student may formally appeal faculty decisions. The student should initiate academic grievances within fifteen (15) days of receiving the official grade report. See the University Judicial Policy for the procedures to follow.

University Student Status

The following designations will be used to represent the student’s University status (if other than Active):

<table>
<thead>
<tr>
<th>University Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS</td>
<td>Interrupted Studies</td>
</tr>
<tr>
<td>UW</td>
<td>University Withdrawal</td>
</tr>
<tr>
<td>TW</td>
<td>Temporary Withdrawal</td>
</tr>
<tr>
<td>AP</td>
<td>Academic Probation</td>
</tr>
<tr>
<td>AS</td>
<td>Academic Suspension</td>
</tr>
<tr>
<td>AD</td>
<td>Academic Dismissal</td>
</tr>
</tbody>
</table>

**IS Interrupted Studies** is the designation for the student who has been approved by the VPAA to interrupt their studies, but desires to “stay with the class originally enrolled” and resume their studies with a subsequent session of the same class. Please refer to the policy of “missed session” in the University Handbook for requirements of this status.

**TW Temporary University Withdrawal** is the status applied when a student withdraws from the University but indicates a desire to reenroll in a subsequent program at the time of withdrawal. The student will continue their studies with a different class, in the same program. The status of TW is only for two years. Once two years has lapsed without the student reenrolling, their status will be changed to UW and the policy for the UW status applies.

Students in the TW status are responsible for all the conditions identified in their original letter before reenrollment. Additionally, the student is also responsible for attendance and completion of all courses in the curriculum, regardless of where they occur.

**UW Withdrawal from the University**

Students considering withdrawing from the University once studies have commenced should talk with their GPD to explore options and available assistance. If a decision is made to withdraw, the student must submit written notification of their intent to the VPAA to include the reasons for their decision. The VPAA will notify the student in writing of their official status and any terms/conditions necessary for reinstatement.

Withdrawal from the University implies there is no intent to return within two years. If the student desires to return to the University under UW status, the student must reapply to the University, completing a new application and personal statement to address their desire to continue their studies and indicate what has changed to permit their successful completion. If the references originally submitted are more
than three years old, new references must be submitted. The student is responsible for any admissions requirements in effect at the time of reapplication.

Additionally, it should not be assumed that all University credits would be accepted towards the student’s approved reenrollment. A determination of the number of RMUoHP credits allowed to transfer will be made by the GPD and VPAA based on currency of the course, curricular changes, faculty changes, and program goals. The student is responsible for enrollment in all of the program’s courses, regardless of where the course occurs in the curriculum. If the student desires to reenroll in the same program more than three years after withdrawal, it is assumed the student will begin with Session 1, regardless of previous work completed, unless previous arrangements have been made with the VPAA.

**AP** Academic Probation
A student will be placed on academic probation who: 1) has not achieved a 3.0 cumulative GPA at the completion of any session of study, or 2) has two (DPT, OTD degree programs), three (MS, DNP degree programs,) or four (DSc degree programs) I, IP, UW, or W course designations on their transcript. Notification of academic probation will be in writing.

A student on academic probation may not be permitted to progress in the program, and if a DSc degree student, may not be allowed to earn any practicum hours until the conditions for the probation have been met. The purpose of this policy is to allow the student time to complete any outstanding course work or to complete remediation as required.

Students on academic probation may be required to participate in academic advising as a condition of their academic status as deemed necessary by the GPD and/or the VPAA. A maximum of two academic probations per academic career is permitted. More than two academic warnings may result in academic dismissal.

**AS** Academic Suspension
Academic suspension is a temporary disciplinary status that prohibits the student from participating in any University-related activities or making progress towards any degree requirements. The student must complete the terms of academic suspension before being permitted to continue as an active student. The VPAA declares academic suspension status.

**AD** Academic Dismissal (Termination of Graduate Student Status)
Academic dismissal terminates graduate student status, and prohibits further participation in graduate studies at RMUoHP until a petition for readmission is reviewed and granted. Academic dismissal may result if a student:

1. Receives a “no academic progress rating” in a biannual review by the GPD and VPAA and is unable or unwilling to comply with the conditions of continuance as outlined by the GPD and/or VPAA.
2. Fails to make satisfactory progress toward a graduate degree as defined by the University.
3. Twice fails a qualifying examination.
4. Fails the final oral presentation (defense of doctoral research project).
5. Violates the University’s Standards of Conduct or Code of Academic Integrity.
6. Exceeds the established time limit for completion of course work and/or the doctoral research project (three years for the MS, DPT, or OTD; four years for the DNP; or, seven years for the DSc) without University approved extenuating circumstances.

Appeal of Academic Suspension and Dismissal

When a student has been placed on academic suspension or been academically dismissed, he or she has the right to appeal the status decision and apply for reinstatement to the University through an academic appeal. This appeal process is outlined in the University Judicial Process section of this handbook.

Readmittance Following Academic Dismissal

Students who have been academically dismissed may apply for readmittance to RMUoHP after one academic year and after satisfying any criteria for consideration for readmittance. Academic deficiencies are considered Incompletes (I) or In Progress (IP) designations or grades below C (73%). Students readmitted following academic dismissal are returned to a status of academic probation for a period of one session (including the independent study). Students must bring their CGPA to or above 3.0 by the end of the first academic session after being readmitted, to avoid being academically dismissed without the possibility of future readmittance. If it is mathematically impossible for a student to achieve a 3.0 after the first academic session following readmittance, or if the judgment is reached that it is highly improbable for the student to achieve a 3.0 after the first session following readmittance, the student will not be readmitted.

Missing Part of a Session

If a student misses part of a session, the student must confer with the GPD about options for making up the missed courses. Factors such as sequence of the core courses, sequence of specialty courses, academic standing, and reasons for missing the course will be considered. There is no guarantee the student will be permitted to attend the subsequent session in the same program if the missed course(s) have not been made up.

Missing an Entire Session

Due to the sequential nature of the curriculum, if a student misses an entire session, she/he must wait until the same session occurs again in the following class’s curriculum. However, in special circumstances, the student may be allowed to continue if he/she meets the following criteria:

- Has submitted written notice to his or her GPD or advisor to include the reason(s) the student was unable to attend the session in question.
- Makes up any core courses missed so the core classes are taken in sequence and student can complete the independent study sessions in sequence.
- Has completed and submitted all required course work for the past session prior to the beginning of the missed session including his or her directed independent study work.
- Is in good academic standing with no outstanding course work or incompletes.
- Has obtained GPD’s approval of the student’s continuance in the original program cycle.
- Is financially current with the University.

If students do not meet the above criteria, they will be temporarily withdrawn (TW) from the University. The student will not be allowed to earn practicum hours during this period. Previous
practicum hours earned, with prior approval of the GPD or advisor, will be credited to the student’s academic record.

The student must indicate, in writing, a desire to re-enroll in the University three months prior to the start of the session missed of the subsequent program. This notice should be sent to his/her GPD or advisor with a copy to the VPAA.

The student is responsible for enrolling in all courses of the missed session. If the session’s courses or specific course content has changed from the missed session, the student is responsible for making up all courses, even if the courses are not in the former sequence.

If the student is not eligible to continue with his or her program, he or she may consider auditing a course or courses. Audited courses cannot be counted toward fulfilling graduation requirements. Refer to the policy on auditing courses for specific guidelines.

**Standards for Satisfactory Academic Progress**

Students must maintain satisfactory academic performance and progress to remain eligible to continue as students in good standing and be eligible to enroll in subsequent sessions. Additionally, satisfactory academic progress must be maintained to remain eligible to receive applicable federal financial assistance. The Higher Education Act of 1965, as amended by Congress, mandates that institutions of higher education establish minimum standards of “satisfactory academic progress” of students receiving financial aid from Title IV Federal Programs. By definition, satisfactory academic progress means that the student is proceeding in a positive manner toward fulfilling degree/certification requirements. It can be further explained in qualitative and quantitative (includes time frame) components.

Satisfactory academic progress is determined by measuring the student’s cumulative GPA and the student’s rate of progress toward completion of the academic program as outlined below.

**Individual Course Grade Requirements**

A student is required to achieve a minimum of a C grade, which equates to a numerical value of 73% for any individual course. Any grade below 73% is considered a failing grade. If a student receives less than a passing grade, they must repeat the course to continue in the program. The student must make the request to repeat or remediate the course to the appropriate GPD.

**Remediation**

If a student earns a failing grade (below 73%) for a course, the student may be allowed to remediate an assignment or assessment on a case by case basis per the decision of the faculty member. The student will only be allowed to remediate if the course grade is below the passing grade for the course, unless the faculty or GPD requests the student to remediate. The student will not be allowed to remediate to improve their grade, but may repeat the course to improve their final grade (refer to the policy on repeating a course). If the student is permitted to remediate, the final grade will be determined by the faculty based upon multiple factors including, but not limited to, the degree of improvement in the work, the extra time allowed for work completion, and the level of effort involved. A student may only remediate in the same course ONE time. (Refer to the section on In Progress for more information.)
Repeating a Course

A student may only repeat a course one time. Official enrollment in the course will be required with payment of appropriate tuition and fees. Upon successful completion of the course, the previous grade will be changed to an “R”. Only the new grade posted as the final grade will be used to compute the grade point average. The “R” does not affect the student’s GPA.

Cumulative GPA Requirements

Students must maintain a cumulative grade point average of 3.0 (B) at the completion of each session of study (including independent study) to be considered making satisfactory academic progress. After grades have been posted for each session, the registrar will review the CGPA to determine if the student is in compliance. The CGPA will be calculated only for the program of study in which the student is matriculated. Courses taken in a prior RMUoHP program will not be used in the calculations except in the case of transfer credit.

Rate of Progress toward Completion Requirements

A student may not carry more than three course grades of I, IP, UW or W in the MS or DNP programs to continue in the program.

A student may not carry more than two course grades of I, IP, UW, or W to continue in the transitional DPT or transitional OTD programs.

A student may not carry more than four course grades of I, IP, UW or W to continue in the DSc programs. The student cannot make progress towards completing the practicum requirement while carrying four or more course grades of I, IP, UW or W.

Maximum Time Frames for Program Completion

Timeframes for progression are identified to ensure that students maintain current knowledge and contemporary skills throughout the educational program. All work for the MS, DPT, and OTD degrees must be completed within three years of the first enrollment. All work for the DNP degree must be completed within four years of the first enrollment, and all requirements for the DSc degree within seven years of first enrollment.

Attendance Policy

Illness may occur during a particular session/semester for a period of a few hours, a day, or more. Faculty members will make reasonable allowances for such occurrences. However, all written and practical work must be completed before appropriate credit is granted. A grade of AW (Administrative Withdrawal), W (Withdrawal), or I (Incomplete) will be given based on the circumstances and University policy.

Tardiness Policy

Because of the importance of active classroom participation and the intensity of the graduate program, students are expected to be in class promptly at the beginning of each class period. Attendance is taken at that time and students who are not present for roll call may be marked absent. Tardiness may result in consequences at the discretion of the faculty member.

Review of Graduate Students

The overall academic progress of University students is evaluated by the GPD at the conclusion of each session of study. Students granted provisional admission are reviewed at the conclusion
of their first session of classes to determine if further participation in the graduate program is warranted.

Students are evaluated on their total academic performance, fulfillment of program requirements, courses completed on schedule (including directed independent study assignments), and professional performance (including quality of teaching and case study presentations).

Students who are determined to be making unsatisfactory progress will receive a written summary of the reasons for the rating at the end of the relevant session and must respond in writing to the evaluation and to comply with a set of written stated conditions for remaining in the program. A condition of academic probation may be enforced. Failure to respond to the notification will result in disciplinary action up to and including academic dismissal.

Exams and Assignments

All exams and assignments required of the student will be identified and explained in the course syllabi. The syllabi are available from the University and are generally provided to the student at the previous session or approximately six to eight weeks prior to the subsequent session. All exams are taken under the supervision of a University approved proctor (see policy on proctors and proctoring). Open book exams are at faculty discretion regarding the requirement for proctor supervision.

All assignments are to be submitted to the registrar to assure accurate recording of assignment receipt and dissemination. The assignment should never be sent directly to the faculty. Students should always maintain a copy of every assignment or completed forms sent to the University in case of lost communication or un-readable files (these should be kept until after graduation). Ultimately, the student is responsible for the receipt of all assignments until the grade has been posted to the student’s transcript.

Emailing Assignments

It is recommended that assignments be emailed to the registrar to expedite processing and provide tracking when the need arises. Students must include his or her name, the course number, program and number in a header and/or footer of each page to facilitate tracking and recording of assignments.

Late Assignments or Exams

Assignments submitted one to thirteen days past the due date, in a course without approved Incomplete (I) or In Progress (IP) status, may be subject to grade deductions ranging from 5-15%. Faculty will determine the grade deduction.

Assignments received by the University more than 14 days after the published due date, without approved I or IP forms, will be recorded as “AW” grades on the official transcript.

Proctors and Proctoring

Student-chosen proctors are used in RMUoHP programs to maximize class didactic time. Exams are taken locally by the student and proctored by a proctor chosen by the student and approved by RMUoHP. The proctor system is an integral part of the academic process and is critical to academic integrity. ANY violations of the proctor agreement or process will be considered a flagrant violation of the RMUoHP Honor Code and the student will be subject to immediate dismissal.
RMUoHP highly recommends that the proctor be an educator (in higher education) or a librarian. Proctors who are in higher education or are librarians will have a streamlined approval process (see below). Requests for proctors employed in other professional fields will require the approval of the dean. Exams must be taken in an appropriate setting such as a library or classroom; exams may not be taken in the proctor’s or student’s home. In addition, the following conditions have to be met for approval.

The proctor cannot:

- be related to the student in any way.
- be the student’s employee or be supervised by the student.
- live with the student.
- have a present relationship with RMUoHP (as student, faculty member, administrator, committee member, etc)
- be a proctor for another student in the same program.
- be subsequently enrolled in RMUoHP for a period of two years following service as a proctor (this stipulation may be waived by the program GPD who will assess eligibility for enrollment).

The student must complete the proctor integrity process form and proctor information form provided by RMUoHP which includes the student’s name, program and social security number as well as proctor information that includes the proctor name, mailing address, phone and fax numbers, and email address. For proposed proctors from fields other than higher education and the library field, the student must also submit the proctor’s resume or CV and one personal, written references for the proctor, attesting to the proctor’s moral integrity and understanding of the honor code system and implication therein. All proposed proctors must submit a LARGE copy (1/2 page size) of the proposed proctor’s driver’s license with a legible signature.

Once this information is received at RMUoHP and approved by the VPAA, the proctor will be sent a proctor agreement form that must be signed before returning to RMUoHP. No exams will be sent to the proctor without this signed form on file at RMUoHP.

In the event the proctor is unavailable for a specific exam, the student is responsible for obtaining a “substitute proctor” and submitting all the above, required information.

Note: The University will provide your proctor with postage-paid envelopes to return any hard copy exams for convenience purposes only. However, students are responsible for reimbursing the proctor directly, as needed, for any expenses relating to copying or postage.

Honor Code

The University is devoted to the discovery and communication of knowledge. In this endeavor, academic integrity is of utmost importance. Correspondingly, its absence is taken very seriously. The University’s students are expected to adhere both to their professional code of ethics and to the University’s ideals and values of truth, integrity, and personal authenticity. It is the responsibility of the student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions. It is the responsibility of the faculty, administration, and students to establish and maintain an environment that supports academic integrity.
In addition to the preceding considerations, the University must evaluate student learning. This is accomplished through assessment. It is expected that the students complete all tasks within the framework/structure dictated by the course syllabus and faculty with utmost sincerity, honesty and integrity.

Each student has an obligation to act with honesty and integrity, and to respect the rights of others in completing all academic assignments. Academic dishonesty includes cheating, plagiarism, and facilitating infractions with respect to examinations, the proctor process, course assignments, alteration of records, computer fraud, or illegal possession of examinations. Academic dishonesty also includes being aware of another student’s dishonesty and failing to report awareness of the student’s behavior.

It is the responsibility of the student not only to abstain from cheating, but in addition, to avoid the appearance of cheating and to guard against making it possible for others to cheat. Any student assisting another student to cheat is also considered to be cheating. The student should do everything possible to promote respect for the examination process and for honesty in the performance of assigned tasks in or out of class.

Definitions

Cheating
Using or attempting to use in any academic exercise materials, information, study aids, or electronic data that the student knows or should know are unauthorized.

Plagiarism
Intentionally or knowingly representing the words or ideas of another as one’s own. Honesty requires that any ideas or materials taken from another source for either written or oral use be fully acknowledged. The language or ideas taken from another may include but are not limited to isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism.

Facilitating Infractions of Academic Integrity
Helping or attempting to help another to commit an infraction of academic integrity, where one knows or should know that through one’s acts or omissions such an infraction may be facilitated.

Specifically:
A student may be found to have violated the University’s Honor Code if, during or in connection with any academic project, performance, or evaluation, he or she:
- Practices any form of academic deceit;
- Refers to materials or sources or employs devices (e.g. audio records, crib sheets, books, software, web sites, other) not authorized by the faculty member for use during the academic performance assessment process;
- Possesses, buys, sells, obtains, or uses, without appropriate authorization, a copy of any materials intended to be used as an instrument of academic performance evaluation in advance of its administration;
- Acts as a substitute for another person in any academic performance evaluation process;
e. Uses a substitute in any academic assessment process;
f. Depends on the aid of others to the extent that the work is not representative of the student’s abilities, knowing or having good reason to believe that this aid is not authorized by the faculty member;
g. Provides inappropriate aid to another person, knowing or having good reason to believe that the aid is not authorized by the faculty member;
h. Engages in plagiarism, as defined above;
i. Permits work to be submitted by another person without the faculty members’ authorization;
j. Attempts to influence or change any academic evaluation or record for reasons having no relevance to class performance; or
k. Violates the proctor agreement.

**Penalties for Academic Dishonesty**

Students have been given notice of this rule by virtue of its publication. Regardless of whether a student has actually read this rule, a student is charged with knowledge thereof. Students are not excused from academic dishonesty due to ignorance. In general, the minimum penalty for any act of academic dishonesty will be a failing grade in the class. Students are subject to immediate academic probation pending investigation. The faculty member may recommend lesser penalties as deemed warranted with GPD approval.

For the guidelines for addressing allegations of academic dishonesty refer to the University Judicial Process.

\(^1\) Definitions were adapted from a model code of academic integrity found in *School Law Journal; Vol. 55, Number 8, 1978.*

**Conduct and Behavior**

RMUoHP strictly adheres to its established policies of conduct and behavior of students, faculty, and administration. These policies were established to maintain an atmosphere conducive to the effective education of students. It is recognized that administrators, GPDs, faculty, proctors, research mentors, practicum mentors, and students must function as a partnership to be an effective community of scholars. In that the student body of this institution represents professionals already committed to the highest codes of behavior and ethics, it is anticipated that few problems will arise.

To clarify what constitutes high standards of behavior and conduct, it should be understood that the following types of misconduct are subject to disciplinary action including but not limited to:

1. All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, and plagiarism per University honor code.
2. Violating the terms of any disciplinary sanction imposed for an earlier violation of this code or other board or University rules.
3. Furnishing false information (such as false TOEFL scores and including false identification) to the University or to any University employee or agent.
4. Violation of the University’s IRB policies.
5. Forgery of or unauthorized alteration of or access to any University document, record, or instrument of identification, including electronic hardware, software, and records.
6. Engaging in harassment or unlawful discriminatory activities on the basis of age, ethnicity, gender, handicapping condition, national origin, race, religion, sexual
orientation or veteran status, or violating University rules governing harassment or discrimination.

7. Interfering with any University investigation, including but not limited to tampering with physical evidence or inducing a witness to testify falsely or to withhold testimony.

8. Any act of behavior that interferes with, or disrupts any instruction, research, clinical activity, administration, or authorized University activity. This includes use of cellular phones or beepers during class periods.

9. Violation of local, state, and federal laws on University premises or at University functions on or off campus.

10. Denying a board member, administrator, employee, student, or guest freedom of movement or legitimate use of the facility, disrupting a person’s performance of institutional duties or other educational activities, or occupying any University building or property after due and legal notice to depart has been given.

Administrators, faculty, employees, and students are responsible for maintaining the highest of professional standards. Consequently, questions of a disciplinary nature will be handled directly by the VPSS (or the VPAA if the infraction is academic in nature). It is understood that all individuals shall be afforded the right of due process before any type of disciplinary action can be taken against them.

Graduation

Students graduate upon completion of all academic and graduation requirements for the course of study as outlined in the University Handbook and with approval of the Board of Trustees. All students must complete program course work with a minimum CGPA of 3.0. DSc degree students must additionally pass a qualifying exam, complete practicum hours, and successfully defend the dissertation research proposal and dissertation defense. DNP students have additional requirements to complete and defend the capstone project. The registrar completes an audit on each student’s file before forwarding it to the GPD and then VPAA for final certification that all degree requirements have been completed. The VPAA then recommends the student to the president for approval by the Board of Trustees.

Students must apply for graduation by completing the “Application for Graduation” form and “Exit Interview Survey”, which are available through the University as well as on the “Student Services” link of the RMUoHP web page (www.rmuohp.edu). The completed form, with required signature, must be submitted to that office a minimum of 8 weeks prior to the intended graduation date. A graduation fee of $150.00 for all degree programs is due before the application can be processed.

Commencement Ceremony

The commencement ceremony for all degree programs occurs once a year on the first Saturday in August. In recognition of individual achievement at the commencement ceremonies, graduates are encouraged to participate in the formal commencement ceremony. Graduation attire will be provided for each student for use of the day of the ceremony. Gowns, hoods, and caps are also available for purchase. Following GPD/VPAA approval on a case-by-case basis, students may be approved to participate in commencement ceremonies before the Board of Trustees confer the degree. In those instances where students are approved by the GPD to participate, it is an expectation that the student will be able to complete their degree requirements within three months of the ceremony. DSc students must have successfully defended his or her dissertation prior to participation approval.
Admissions

General Information
Applications for admission to the MS, transitional DNP, transitional DPT, transitional OTD, and DSc programs may be obtained from the RMUoHP admissions office.

RMUoHP
1662 West 820 North
Provo, Utah 84601
www.rmuohp.edu

Admission Requirements and Guidelines
To gain admission to any RMUoHP degree program, applicants must demonstrate an ability to successfully complete the degree program. These skills and qualifications must be demonstrated during the admission process. Applicants must possess professional licensure or equivalent in the appropriate healthcare field, hold the appropriate degree(s), and demonstrate professional and academic competence. Applicants applying for the MS, transitional DPT, or transitional OTD degree programs must possess baccalaureate degrees at a minimum (or documented foreign equivalent). Applicants to the transitional DNP program must possess master’s degrees (at a minimum) and be licensed advanced practice nurses or clinical nurse specialists. Applicants applying for the DSc degree programs must possess masters or doctoral degrees. All applicants must submit the following materials:

- Application Form
- Official transcripts from each college or university from which a degree was earned.
- Current resume (vitae) including detailed employment history, career history, extracurricular activities, etc.
- Statement of professional goals essay indicating personal, educational, and professional goals in 300-500 words (uses RMUoHP form).
- Two letters of recommendation using the RMUoHP form. Ideally, these recommendations will be from former or current employers and former or current colleagues or faculty members. Public Law 93-380 allows students to access all application materials, including letters of recommendation written after January 1, 1975. This law also allows students to waive access to their letters of recommendation. You may indicate your desire to waive these rights by signing on the first page of the letter of recommendation form.
- Copy of current United States healthcare license or certification in the area of practice.
- Non-refundable application fee of $100.
- Documented evidence of professional liability coverage.
Foreign Educated Applicants

Foreign educated applicants are defined as applicants who have been educated outside the United States at either the professional entry level or post professional level. Foreign educated applicants must submit the required documents a minimum of six weeks prior to the published program deadline.

In addition to the admissions criteria and documentation listed above, foreign educated applicants must submit the following:

1. TOEFL score of at least 600 for the paper-based exam, 250 for the computer-based exam, or 100 for the internet-based exam. This is a requirement for all applicants for whom English is not a legal native language.
2. Official transcript for all degrees earned from foreign colleges or universities accompanied by the English translation official transcript. Verification of authenticity is required for ALL educational institutions. Verification of authenticity is by embossed, raised seal of the university. Facsimile or photocopies are NOT acceptable.
3. Transcript review for any and all foreign degrees by one of the agencies listed below.
4. Copy of current professional healthcare licensure or certification from country of residence.

Any credit units earned outside the United States will be required to undergo credential review by one of the agencies listed on the application form.

Additional Prerequisites

- Students must be competent in basic word processing skills, email, and Internet searching. Students are required to have a valid email address. Basic knowledge in PowerPoint is highly recommended. Students should have and be familiar with the Microsoft Office Suite and Adobe Acrobat. (Adobe Acrobat is free software that may be downloaded from www.acrobat.com.)
- All students are required to have laptop computers.
- Two years professional experience for all DSc degree program applicants.
- Foreign applicants to all DSc programs should be prepared to identify where research and practicum experiences are to be conducted.
- Programs may have more specific requirements as follows:
  - Clinical Electrophysiology program requires that each applicant must have 100 clock hours of EMG/NCV experience/observation before starting the program.
  - Pediatric program applicants must have four years pediatric experience.

Full Disclosure Requirement

Incomplete or falsified admissions information constitutes grounds for refusal to admit, immediate dismissal, and/or loss of credit, and forfeiture of all tuition and fees paid.

Confidentiality

Admissions materials received by the University are kept in strict confidence. Once the application materials are received, these materials are the property of the University and will not be returned to the applicant. All applicant materials are kept for one year following receipt if the student is denied admission or does not enroll.
Deadlines for Applications
Application deadlines vary by program. A complete application must be received before the published deadline. It is strongly recommended that applicants submit the complete application at least 90 days prior to the published program start date. Applications are reviewed on a first-come, first-served basis and are thus encouraged to submit applications as early as possible.

RMUoHP reserves the right to defer admission of potentially eligible candidates to the next course start date if credentials are submitted after established deadlines or enrollment limits have been reached.

Late Application Fee
Applicants must pay a $250.00 application fee if the application is received after the application deadline. $150.00 of this fee will be applied to the graduation fee upon admission.

Program Cancellation or Postponement
The University reserves the right to cancel or postpone a program prior to the published start date because of low enrollment or other University scheduling conflicts.

Admissions Process, Provisional Admittance and Admissions Review Committee
The Admissions Review Committee is comprised of representation from the professional disciplines of the University’s programs. The GPD and the dean/VPAA will evaluate the records of routine applications. Applications requiring further evaluation and review will be sent to the Committee. For example, occasionally students will not meet the minimum requirements for admission but are deemed worthy of consideration for admittance by the GPD. In this circumstance, the GPD will request that the Admissions Review Committee review specific criteria and make recommendations for provisional admittance, identifying specific criteria that must be met to achieve full-time active student status. The decision of the admissions committee is binding.

Notice of Admissions Acceptance or Denial
Within thirty days of receiving a completed application, the GPD, VPAA, and/or the admissions committee will review the materials and a letter regarding the admissions decision will be sent to the applicant. Inquiries are welcomed and encouraged if an applicant has questions relative to the completeness of their application file. The University will correspond with the applicant if the file remains incomplete for longer than thirty days. All admission decisions are final.

Non-Degree Seeking Applicants
Students who are interested in registering at RMUoHP on a non-degree-seeking basis may register for credit or audit courses on a space-available basis. Non-degree seeking students must adhere to the same admissions requirements as degree seeking students. Questions about non-degree applications should be directed to the VPAA.

Auditing Classes
Students who are currently enrolled or were formerly enrolled in the University may audit courses on a space-available basis. Students who wish to audit classes (attend but not receive credit) may do so after contacting the University registrar to receive faculty member and GPD permission. The student does not receive graded credit for participation in the course but will receive an AC (Audit Course designation) on their transcript.
Full Time Status

Full time status is defined as the period of time when a student is actively enrolled in the didactic portion of the curriculum. This period is dependent on the program in which the student is enrolled, commencing with the first day of the first class and is as follows:

- MS: 12-18 months
- tDPT and tOTD: 8 months
- tDNP: 24 months
- DSc: 36 months

A student requiring written verification of full-time status must submit the request in writing. Once the student’s period of enrollment is verified, the registrar will complete a letter or form of the student’s request.

Transfer of Credits

Due to the unique nature of RMUoHP’s curricula, transfer credits will be considered on a very limited basis. It is expected that healthcare professionals with baccalaureate degrees may have earned additional graduate credits. Graduate credits for transfer will be considered if they appropriately apply toward the RMUoHP masters or doctoral degrees and are approved by the GPD, the VPAA, and/or admissions committee. RMUoHP will not accept transfer credits for core courses required by the University. For credit units to be considered eligible for transfer, students must request that their transcripts be reviewed prior to program acceptance by completing the “Proposed Transfer of Credits Form,” available on the “Student Services” link of the University website or through the University.

Transfer credit is accepted under the following conditions and stipulations:

1. The institution is accredited by a national or regional accrediting association.
2. The student submits a course description, syllabus, and notations of textbooks or materials used in the course.
3. Is a graduate course for which an equivalent grade of “B” or higher was earned.
4. A maximum of two units of credit may be transferred into the MS, tDPT or tOTD programs, a maximum of three units of credit for the tDNP, and a maximum of four units of credit for the DSc programs.
5. The hours have been completed within five years of acceptance into the program for which the hours are requested for transfer.
6. The hours can be substituted for a course in the current curriculum.
7. Only credit units are transferred. Grades do not transfer and RMUoHP does not use grade points earned at other institutions for purposes of computing the CGPA.

Equal Access and Opportunity – Nondiscriminatory Policies

Administrators, faculty, and staff at RMUoHP are committed to providing equal access to education and employment opportunities to all regardless of age, race, religion, color, national and ethnic origin, gender, sexual orientation, handicap/disability, and status as a Vietnam-era or veteran with special disabilities. The University is committed to providing equal access/opportunity in admissions, recruitment, access to course offerings, access to and use of facilities, counseling, guidance, advising, and employment and retention of personnel and students. The administration is committed to implementing federal and state laws and regulations governing equal access/opportunity. It further extends its commitment to fulfilling the provisions of Title IX, Section 504 of the Rehabilitation Act, and the American with
Disabilities Act (ADA). These non-discriminatory policies and practices are an integral part of the Mission of the University.

Additionally, the University complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Inquiries regarding these policies, the filing of grievances or grievance procedures on these matters may be directed to the Vice President of Student Affairs. Inquiries regarding Federal laws and regulations concerning nondiscrimination in education or RMUoHP compliance with those provisions may be directed to the Office of Civil Rights, U.S. Department of Education, 221 Main Street, Suite 1020, San Francisco, California 94105.

RMUoHP adheres to the principles of Section 504 of the Rehabilitation Act of 1973, providing that no otherwise qualified students with disabilities shall solely for reason of his or her disability be excluded from the participation in, be denied benefits of, or be subjected to discrimination in the program. RMUoHP does not exclude qualified persons with disabilities from any course of study, or any other part of the program (refer to section on skills for further explanation of what essentials are necessary to function within a given health science discipline). RMUoHP’s students with disabilities must meet the requirements and levels of competency required of all students in the program. To assist students with disabilities in fulfilling these responsibilities of the program, every reasonable effort is made to accommodate special needs of such students. All applicants with disabilities are advised of this policy at the time of their application and/or acceptance to the University.

The RMUoHP campus has wheelchair access to all ground floor and elevator access to second floor areas, including the student lounge, conference rooms, classrooms, laboratories, and main lobbies. Restrooms are equipped for the person with mobility-challenges.

Students requiring special considerations during laboratory exercises will be required to pay for any extra expenses incurred by the University to meet these special needs. For example, if a female student’s religious beliefs require that she perform the laboratory exercise isolated from the male students and male faculty, the student will be responsible for paying the rent on the extra room, the female lab instructor and any other additional costs.

Learning Disabilities/Physical Challenges

RMUoHP adheres to Title III of the 1990 Americans with Disabilities Act that provides comprehensive civil rights protection for “qualified individuals with disabilities.” As defined by the Board of Trustees of RMUoHP, a “qualified individual with disability” is one who:

1. Has a physical or mental impairment that substantially limits a major life activity (e.g., walking, sight, hearing, etc.);
2. Has a record of such impairment; or
3. Is regarded as having such impairment.

Consistent with the mission of RMUoHP, the intent of each of the health profession programs is to educate advanced level healthcare professionals who can address the needs of the wide variety of individuals in current healthcare clinical and educational settings. Implicit in the various program curricula is the development of individual evaluative skills, theories, and processes related to management of clients and patients across the lifespan, the teaching/learning process, leadership and group dynamics, as well as management and research methods and skills. Various cognitive, affective, and psychomotor skills are deemed minimal essential skills necessary to complete graduate level programs at RMUoHP. If a
student cannot demonstrate the described skills and abilities as articulated in each of the professional curricula, it is the responsibility of the student to request an appropriate accommodation through the office of the ADA Coordinator.

Required Skills

Students must be able to demonstrate the following skills:
1. Retain and use information in the cognitive, affective, and motor domain in order to evaluate and interact with patients and or clients, solve complex problems, and determine new and traditional ways of evaluating and categorizing healthcare needs.
2. Perform assessments and evaluations of healthcare clients and settings including analysis of physical, biomechanical, pathological, behavioral, affective, social, or environmental factors in a timely manner, consistent with established norms for all healthcare situations and settings.

Affective

Students must be able to demonstrate the following affective skills:
1. Demonstrate appropriate affective behaviors and mental attitudes that would not jeopardize the physical, mental, emotional, and behavioral safety of individuals with whom one interacts in the academic, research, clinical, or public health settings and to be in compliance with the ethical standards of the appropriate healthcare professional organization.
2. Cope with the mental and emotional rigors of a demanding educational health professional program, which includes concurrent, time constrained academic, research, and practice related components.
3. Acknowledge and respect individual values, opinions, and beliefs in order to foster harmonious working relationships with administrators, faculty members, colleagues, peers, and patients or clients.

Sensory

Students must be able to demonstrate the following visual, auditory, and speech skills:
1. Read 12 point font for three continuous hours
2. Benefit from visual demonstrations and visually prepared materials
3. Clearly hear an unenhanced speaker from 50 feet away
4. Communicate clearly on a telephone
5. Be understood through expressed speech patterns

Psychomotor

Students must be able to demonstrate the following psychomotor skills:
1. Sit and maintain upright posture for 20 continuous minutes.
2. Stand and maintain upright posture for 20 continuous minutes.
3. Locomotion:
   a. Get to classroom, laboratory, research, educational and practice related locations in a timely manner.
   b. Move within rooms as needed for changing groups, lab partners, workstations, and to perform assigned research, education, and practice related tasks.
4. Manual tasks:
   a. Safely maneuver self or move another individual’s body parts to effectively perform appropriate practice related techniques.
b. Safely maneuver or move practice related equipment from side to side, forward and backward, or from a lower to higher position.
c. Manipulate common tools used for healthcare procedures and other evaluative or interventional tests.

Obtaining Program Modification for Students with Disabilities

The process for obtaining program modification for students with disabilities include the following steps:

- Upon acceptance, which includes a *Voluntary Disclosure of Disability*, a student may choose to disclose his/her disability by returning the *Voluntary Disclosure of Disability* form to the student services office. Documentation and relevant information about the nature of the disability is required from a licensed professional.

- Upon receipt of the *Voluntary Disclosure of Disability*, the student services office will forward to the student a *Procedures for Requesting Services and Request of Services and Accommodations* form.

- After the student has returned his/her *Request of Services and Accommodations* Form and official documentation that is no older than five years, the VPSS, and VPAA and VPSS will discuss the recommended modifications and make necessary decisions.

- Prior to class instruction, the student is required to contact the student services office to obtain a copy of the recommendation and to discuss the responsibilities the student has to inform his/her faculty members.

- No services can be provided unless the student voluntarily discloses the disability at the time of application or within one month of the written notification of the establishment of the new diagnosis.
Governance and Administration

Organization and Structure

University Council (UC)
The UC is comprised of all faculty, the director of research, the medical librarian, deans (once the University expands to include other schools), and the VPAA. The University Council convenes annually at RMUoHP, and serves as a forum for faculty in academic matters of the University. The agenda includes topics such as faculty development and key University events (e.g. regional accreditation, program evaluation).

Academic Leadership Council (ALC)
The ALC consists of all graduate program directors, the director of research, the medical librarian, the registrar, and the dean/VPAA. The ALC meets monthly by teleconference to address matters of academic interest to the School and University. At present, the dean of the School of Rehabilitation Sciences (concurrently the VPAA) chairs the ALC. However, as additional schools develop (e.g., nursing), each respective school’s dean will chair a separate ALC. Faculty may discuss and vote on all matters specifically related to the school as well as matters related to overall University business that may be placed on the agenda. A total of 50% of all GPDs, the director of research, and the dean (present at either of the sessions) constitute a quorum for voting purposes.

Committee on Faculty Appointments, Rank and Promotion
The purposes of this committee are to develop, review, and revise faculty role and responsibility policy and procedures and present these to the ALC for action. The Committee also reviews all recommendations and applications for faculty promotions and makes subsequent recommendations to the VPAA. This Committee will be composed of two or more faculty depending upon the number of schools (there must be at least one representative from each school).

Admissions Review Committee
This committee is comprised of at least three members who broadly represent the various programs, degrees, and schools across the University. The purpose of the Admissions Review Committee is to ensure consistent non-discriminatory, equitable practices in admissions across programs. The Admissions Review Committee will develop and maintain current procedures for admissions that are supported by the administration and voted into acceptance by the ALC. The GPD and the dean/VPAA will evaluate the records of routine applications. Applications requiring further evaluation and review will be sent to the Admissions Review Committee.

For example, occasionally a student will not meet the minimum requirements for admission but is deemed worthy of consideration for admittance by the GPD. In this circumstance, the GPD will request that the Admissions Review Committee review specific criteria and make recommendations for provisional admittance, identifying criteria that must be met to achieve full-time active student status. The decision of the Admissions Review Committee is binding.
Hearing and Resolutions Committee
This committee receives and reviews all appeals of disciplinary actions from students or faculty. The committee makes all inquiries as appropriate, documents all discussions, deliberates decisions and makes recommendations to the appropriate dean and/or VPAA. The Committee also reviews the University’s Honor Code and Policies and Procedures related to the grievance/appeals process and makes recommendations to the ALC for action. This Committee will be composed of at least two to three faculty (there must be at least one representative from each school) and a current student.

Curriculum Committee
The Curriculum Committee is responsible for oversight of the curricular threads of the University as identified in the University’s mission and goals. It approves and makes recommendations for all new program curricula, curricular revisions, and makes recommendations regarding core courses and workshops. The committee consists of two faculty, one student, the director of research, and a dean of one of the schools.

Library Committee
This Committee is responsible for oversight of the library functions, goals, and resources. It advises the VPAA regarding needed resources, library statistics, and budgetary planning. The Committee is chaired by the medical librarian and includes two faculty members, one student, and the VPAA.

Institutional Review Board
The University's Institutional Review Board (IRB) is composed of five members including faculty, a non-scientist, a community member, and an IRB manager. The IRB functions to: 1) Determine and certify that all projects approved by the IRBC conform to the regulations and policies set forth by the Department of Health and Human Services regarding the health, welfare, safety, rights, and privileges of human subjects, and 2) Assist the investigator in complying with federal and state regulations in a manner that permits accomplishment of the research activity.

Program Advisory Panels
Program Advisory Panels are affiliated with each specialty area and consist of at least three individuals who are subject matter experts, including the GPD. Advisory panel members assist the GPD by reviewing the program curriculum, syllabi, and qualifying examinations. Advisors are also expected to be part of bi-annual program faculty meetings (via teleconference), and to assist in program evaluation. Advisors will have expanded roles during development of new programs. The advisory panel will regularly communicate with the GPD (as required) and offer candid advice.

Graduate Student Council
The Graduate Student Council voices student issues and concerns and promotes student goals within the governance process, and facilitates and ensures communication within the RMUoHP community. It is comprised of up to twenty (20) current students. A student from each degree program should be represented. The Graduate Student Council includes the VPSS as the University representative.
Alumni Board
The Alumni Board is responsible for representing alumni interests to the University administration and to recommend courses of action to enhance positive ties between and among the University and its graduates. The alumni board includes the VPSS as the University representative.

Student Records
RMUoHP complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 and its amendments. The rights of students accorded under this law are as follows:

Student Record Life
All student materials are kept for a period up to seven years following the last date of enrollment for DSc students, five years following the last date of enrollment for DNP students, and three years following last date of enrollment for MS, DPT, and OTD students. Student exams and assignments will be destroyed one year after graduation, and IRB-related materials will be destroyed three years following graduation (per federal guidelines).

Student Records Available for Inspection
Current and former students of RMUoHP have the right to inspect information contained in their official educational records as outlined in FERPA. These records include such information as application for admission, academic grades, college transcripts, financial aid, and other records and materials as appropriate and available.

University Policy Regarding Student Information
RMUoHP has designated the following as “directory information” that the University may disclose in the student handbook or on the University web site unless the student notified the office of student records using the Authorization to Withhold Directory Information Form:

- Student’s name, photograph, telephone numbers, all addresses, e-mail address, program or specialization, and date(s) of enrollment and graduation.

Student Records Unavailable for Inspection
Students may not inspect their confidential letters and recommendations associated with admissions or documents to which they have waived their rights of inspection and review, or educational records containing information about other students. A written request to see information within a student’s record must be submitted to the VPAA.

Note: Students have the right to file a complaint with the Family Policy and Regulations Office, U.S. Department of Education, Washington, D.C. 20202, if in the perception of the student; RMUoHP is in violation of their rights under FERPA.

The Family Educational Rights and Privacy Act of 1974 (FERPA)
FERPA was designated to protect the privacy of educational records. FERPA affords students certain rights with respect to their educational records. These rights include:
1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. Students should submit to the registrar and VPAA, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the
records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request an amendment of the student’s education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to University officials with legitimate educational interests. A University official is a person employed by the University in an administrative, supervisory, academic research, or support staff position; a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another University official in performing his or her tasks. A University official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. The following is considered “Directory Information” at RMUoHP and will be made available to the general public unless the student notifies the Office of Student Records in person or in writing.
   • Student’s name, telephone numbers, photograph, all addresses, e-mail address, major, and date(s) of enrollment and graduation.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by RMUoHP to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.
Authorization to Withhold Directory Information

The following is considered “Directory Information” at Rocky Mountain University of Health Professions, and will be made available to the general public unless the student notifies the Office of Student Records in person or in writing.

- Student’s name, photograph, telephone numbers, all addresses, e-mail address, program or specialization, and date(s) of enrollment and graduation.

Under the provisions of the Family Educational Rights and Privacy Act of 1974, you have the right to withhold disclosure of such Directory Information. Please consider carefully the consequences of any decision to withhold such Directory Information. Should you decide to inform Rocky Mountain University of Health Professions not to release any of this information, any requests for such information from Rocky Mountain University of Health Professions will be refused.

This authorization is valid until a written request to rescind is received by the Office of Student Records.

I hereby request that Rocky Mountain University of Health Professions not release the following Directory Information from my academic records. I have read the above paragraphs and understand the consequences of my action.

Please check the following in accordance to what you wish WITHHELD upon request:

- Telephone Number(s)
- Address(es)
- E-mail Address
- Photograph
- Program or Specialization
- Graduation and Enrollment Dates

__________________________________________
Student’s Name

__________________________________________
Student’s Signature

__________________________________________
Date

Received by University Registrar:

__________________________________________
University Registrar Signature

__________________________________________
Date
University Judicial Process

Grade Mediation and Academic Appeals Process

1. The first step in resolving a grievance should occur between the student and the course instructor. These parties are the most familiar with the stated objectives of the course and the work completed. The role of the course instructor is to work through differences with their students in a responsible, sensitive, and fair-minded manner. This may be best accomplished through an informal discussion of the issues involved. No formal procedure or written documentation is necessary at this stage, if this occurs prior to 15 days after the student receives the final grade.

2. If a complaint or dispute is not satisfactorily resolved, the student may appeal in writing to his or her GPD or, in the event the GPD was the course faculty member, to the VPAA within thirty days of receiving the grade. If the VPAA is the faculty member, the student may appeal to the GPD, then the VPSS. The GPD and/or VPAA will notify the faculty member of the appeal. The faculty member will respond with a written statement to the GPD. The GPD will review the grievance, and when necessary, consult with both the student and the course faculty member. The GPD will respond in writing to the written grievance within fifteen days of receiving the written appeal.

3. If the student still feels the complaint or dispute is unresolved after appeal to the GPD, the student may appeal in writing to the VPAA within fifteen days of receiving the GPD’s notification letter. The student’s written appeal to the VPAA should include the details of the grievance and an outline of the student’s efforts to resolve the issue. The VPAA will refer the complaint or dispute to the hearing and resolution committee.

4. The hearing and resolution committee will hear appeals and grievances within thirty days of receiving the dean’s request. The committee will be comprised of a GPD who has not heard the complaint, two faculty members of the University, and one current student (the faculty member and the GPD may not be the faculty member or GPD who previously heard the appeal). The decision of the committee (by majority vote) will be final and not subject to further appeal. The VPAA has the right to review any judicial situation and has the final decision on all findings, sanctions, and appeals.

5. This same grievance process is also available to the faculty. In other words, if the faculty member is not satisfied with the GPD’s decision, he or she may appeal through the same channels.

Any questions or clarifications relative to these processes should be directed to the VPAA.

Violations of Academic Integrity and Code of Conduct

The University reserves the right to terminate any student for any violations of the RMUoHP code of academic integrity and code of conduct to include the following reasons:

- Cheating, plagiarism, or any form of academic dishonesty.
- Unlawful possession, use, or distribution of drugs or the use of alcohol on University property or during any University activity. The University will terminate and refer for prosecution any student involved in these activities.
- Any unauthorized access to, copying of, or use of confidential or proprietary information or material of the University or the University’s employees or students.
- Computer fraud.
- Destroying, damaging, or taking any property of the University. The student will also be liable for the repair and/or replacement of the damaged property.
• Sexual harassment and hate crimes.
• Insubordination.
• Unauthorized use of University equipment, facilities or any other property.
• Falsification of any document.

Each student is afforded his or her due rights and process when a complaint of an academic or non-academic nature has been filed. Penalties may include suspension, and dismissal.

**Guidelines for Addressing Allegations of Academic Dishonesty**

1. Any member of the University community may bring to the attention of the faculty member evidence in support of an allegation that a student has demonstrated academic dishonesty. The student will be afforded an opportunity to respond.
2. No penalty will be imposed until the student has been informed of the charge, of the evidence upon which it is based, and been given an opportunity to present a defense.
3. If the faculty member believes the student guilty of academic dishonesty, he/she will assess a penalty immediately and shall promptly report the case in writing to the GPD and the VPAA. The penalty will be in accordance with the policy contained in this handbook and will remain as a written record in the student’s record.

The Honor Code, as described in this handbook provides more details of the process.

If the student wishes to appeal the decision, the issue may be taken to the Hearing and Resolutions Committee. The VPAA has the right to review any judicial situation and has the final decision on all findings, sanctions, and appeals.

**Guidelines for Complaints of a Non-Academic Nature**

1. All formal complaints filed shall be in writing and contain the name and/or names of the student and a clear statement explaining the nature and circumstances of the complaint along with any other supporting documentation and presented to the VPSS. The VPSS will counsel with the student, investigate the complaint, and resolve the complaint to include suspension and/or dismissal.
2. If the student desires to appeal, the student must state the reasons for the appeal and within 15 days of the decision notify the VPAA of the desire to appeal.
3. The VPAA will convene a meeting of the hearing and resolutions committee. The accused student(s) will be notified in writing of the pre-hearing interview time, the hearing date, and the complaint being brought against him/her.
4. The hearing and resolutions committee will investigate the complaint to include interviewing the student and other investigation to satisfy the committee as they come to a decision.
5. Students who are determined to have violated a University policy or regulation may face disciplinary action. The VPAA has the right to review any judicial situation and has the final decision on all findings, sanctions, and appeals.

**Non-Academic Dismissal**

Students dismissed from school for non-academic reasons will be given a grade of AF (Administrative Failure). Grade suspension and academic dismissal may appear on a student’s transcript when action has been taken against the student. These notices do not place a hold on a student’s record, but do give notice of action taken against the student.
**Academic Freedom Policy**

Academic freedom is a traditional and highly regarded principle of professional education that drives the intellectual community to serve with integrity and responsibility to accomplish the mission of the University. Academic freedom means that:

- Students and faculty are entitled to freedom in the classroom to introduce, discuss, and pursue their subject matter but should be cautious about introducing material that is biased and without evidence; and
- Students and faculty are entitled to freedom in pursuit of investigational research topics and publication of any and all results in accordance with policies on research and conflict of interest; and
- Academic freedom is not absolute and is subject to reasonable and proper restriction as it is constructed for the common good rather than the advantages of a single individual; and
- Students and faculty are citizens of a community and members of a learned profession such that when they speak or write they should be free from censorship or discipline, but this community membership also imposes special obligations. The students and faculty as scholars and educational professionals should at all times keep in mind that the public and other external professional communities may judge their profession and the University by their spoken word. Consequently, their words should be accurate, exercise restraint when appropriate, reflect respect for the opinion of others and clarify when they are speaking as an individual and when they are speaking for the University.

(Adapted from the 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors)
Use this form to appeal a University Disciplinary Action. Please fill out this form completely, according to the following steps:

1. On a separate page, print or type an explanation and justification of your request. (Specifically, what led to the disciplinary action? What changes have you made to improve your performance/situation?) Be specific, concise, and clear. Petitions that are illegible or poorly composed may be returned without a decision.
2. Include your name, social security number, and program name and year on the separate page and any supporting documentation.
3. Return this form, your explanatory page, and any supporting documentation to the Office of Student Services. We will notify you of the outcome of the request.

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<th>Please print clearly.</th>
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<td>Full Name:</td>
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<td>Phone #:</td>
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<td>E-mail:</td>
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<tr>
<td>May we contact you about your appeal?</td>
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<th>For Office Use Only (Do not write in this section)</th>
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<tr>
<td>Action by the Dean: Approved Denied</td>
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<td>Comments:</td>
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<td>Name:</td>
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Financial Information

Tuition and Fees
Tuition and fees are payable in U.S. currency. Tuition is paid for each program session and is due six weeks in advance of each session’s start date. Tuition will not change during a student’s continuous enrollment. If a student does not continue with the class that he/she initially enrolled with, tuition for future sessions of the student’s program may change.

While fees related to program activities generally change only infrequently, they may change during the course of a student’s enrollment.

Master of Science (MS)
Tuition per session (3 session program) $4,250
Total Tuition $12,750
Thesis Option $2,320

Doctor of Nursing Practice (DNP)
Tuition per session (3 session program) $7,500
Total Tuition $22,500
Capstone Project Fee $1,500
Clinical Practice Fee $500

Doctor of Physical Therapy (DPT)/Doctor of Occupational Therapy (OTD)
Tuition per session (2 session program) $6,550
Total Tuition $13,100

Doctor of Science (DSc)
Tuition per session (8 sessions (6 on-site, 2 off-site)) $3,600
Total Tuition $28,800
Doctoral Committee Fees $1500
Clinical Electro Program Fee (CE Program ONLY) $165
Doctoral Research Project Extension Fee $1000

General Fees
Application Fee $100
Auditing Classes (per day) $330
Credit Unit Cost (Non-degree seeking) $450
Graduation Fee $150
Incomplete/In Progress Fees $35
Dissertation Extension Fee $1000

Methods of Payment
Payment of tuition and fees by personal check is preferred. Payments may also be made by major credit card. Returned checks will incur an additional processing fee of $30.00 and will require the student to make all future payments by cashier’s check, money order, or credit card. Tuition payments will not be recorded until funds are actually received.
Late Payments

Tuition is paid by program session and is due six weeks in advance of each session’s start date. Tuition received after the due date will incur a late payment fee of $100. Failure to pay tuition and fees will prevent a student from participating in the program session, from progressing to the next session, from taking the qualifying exam, from performing doctoral research, and from graduating. Severely overdue obligations may also result in the cancellation of a student’s registration.

Financial Assistance

The University offers deferred tuition payment plans. Application to participate in a payment plan is made by submitting a completed Deferred Tuition Payment Agreement form to the University business office. Detailed information about payment plans is available from the University business office.

Discontinuance and Tuition Refund Policy

A student may cancel enrollment from the University and apply for a refund of paid tuition by submitting a written notice of withdrawal from the University to the Registrar of the University. The student’s withdrawal date is the postmark date on this written notice. The amount of tuition refundable is based on the student’s withdrawal date and is calculated according to the following schedule:

<table>
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<tr>
<th>Tuition Refund Rate Schedule</th>
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<tbody>
<tr>
<td>Withdrawal Date</td>
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<tr>
<td>Within three business days of the Student’s Date of Enrollment...</td>
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<tr>
<td>Before the session start date</td>
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<td>On the session start date</td>
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<td>On the second day of instruction</td>
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<td>After the second day of instruction</td>
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</tbody>
</table>

All fees and partial tuition payments are non-refundable.

Required Forms

All enrolled students must submit the following forms prior to course attendance or at the University’s orientation, held the first session of each program. Students should consult legal and medical counsel as appropriate prior to the first day of class.

- University handbook acknowledgement form
- Release and waiver form
- Authorization for electronic use of signature form
By signing below, I, ___________________________ , agree that I have received, read, and understand all information contained in the Rocky Mountain University of Health Professions University Handbook. Subsequently, I also agree that I will adhere to and abide by the rules and regulations contained therein, which include, but are not limited to, the University Honor Code. I am aware of the consequences of violations of specific policies and standards, including plagiarism and dishonesty.

______________________________  __________________________
Signature  Date

______________________________  __________________________
Printed Name  Program and Year

______________________________
Witness
I, ___________________________, am a student at Rocky Mountain University of Health Professions, Inc. (the “University”). I may be enrolled in courses that could include the teaching of mobilization, high velocity thrust, and other techniques (the “Techniques”). I understand that participation in the Techniques is voluntary. I hereby release the University and all of its shareholders, directors, trustees, officers, employees, representatives and faculty members (the “Released Parties”) from all liability for any harm, injury or illness of any kind that I may incur as a result of my participation in the Techniques (any “Harm”).

If I participate in the Techniques, by so doing I will represent and agree that:

(1) I have no pre-existing condition that would make my participation harmful to me in any manner;

(2) I have had the opportunity to discuss my participation and this Release with competent medical and legal advisors;

(3) I RELEASE and DISCHARGE all Released Parties (except anyone who intentionally causes Harm) from all liability for any Harm;

(4) I WAIVE ALL CLAIMS AGAINST and COVENANT NOT TO SUE the Released Parties (except anyone who intentionally causes Harm) for any Harm;

(5) I ASSUME FULL RESPONSIBILITY FOR ANY HARM, INCLUDING ANY RISK OF BODILY INJURY, ILLNESS OR DEATH arising out of or relating in any way such participation; and

(6) The Released Parties shall have NO DUTY TO Warn me of any risks at any time.

I also understand that the University does not provide students with professional liability insurance. Therefore, I shall maintain my own professional liability insurance acceptable to the University, with minimum limits of at least $1,000,000 per occurrence and $5,000,000 annual aggregate, and with an annual deductible not to exceed $10,000. I shall also provide the University with satisfactory evidence of the existence of such insurance at all times, including satisfactory evidence of its renewal or replacement before its expiration or cancellation. I agree to hold harmless and indemnify the University, and its owners, directors, officers and employees, from and against all losses, claims, damages and expenses, including reasonable attorneys’ fees and court costs, arising out of or relating to my actual or alleged professional negligence or misconduct.

I am also aware that videotaping for educational purposes may occur during my attendance at Rocky Mountain University of Health Professions. My appearance in any video indicates my approval its private use. I understand that I may move out of the camera shot at will if I prefer not to appear on camera.

This Release and Waiver is intended to be as broad and inclusive as is permitted by law, and if any portion is held invalid, the balance shall continue in full force and effect.

___________________________    ___________________________
Student Signature                Signature of Witness

Date ____________________
NOTICE REGARDING E-MAIL COMMUNICATIONS
In order for Rocky Mountain University of Health Professions (RMUoHP) to operate as a distance learning institution, the use of electronic communication is an integral part of our design and structure. To that end, we have developed an email network and avenues for inquiries and response through this e-mail network. It is our intention to provide you with excellent service, and for our communications and responses to you to be expeditious, while adhering to legal requirements. In order for that to be possible, we need your acknowledgment of your e-mail address, i.e. electronic mail signature (digital signature), as a valid and binding signature on your part for the transmission of electronic communication by you.

It is particularly important that you understand the necessary confidentiality of your e-mail log in and password. Share it with NO ONE. Should you suspect or become aware of another person gaining access to your email password or login ID, change it, and notify us of your new e-mail signature immediately. Please be advised that RMUoHP assumes no liability for the event or the consequences of another party gaining access to your e-mail account, and electronically “impersonating” you.

Should you choose not to return this form, we will not be able to respond to requests for information, or updates to information that are received via e-mail. Regardless of the effects upon you caused by delays or other unforeseen consequences, RMUoHP assumes no liability, and will not respond to e-mail requests or updates without your signed “Authorization for Use of Electronic Signature” on file. RMUoHP assumes no liability for late or misdirected mail.

I hereby authorize RMUoHP to accept all correspondence transmitted by me via electronic mail from the e-mail address submitted herein, as a valid electronic message from me and I agree that until my e-mail address is changed, all communications sent from this address shall be upon my signature, acceptable as a replacement for my written signature, including but not limited to financial transactions. I understand that I am responsible to notify the RMUoHP in the event that my valid digital signature changes, by mailing an updated signed “Authorization for Use of Electronic Signature” form to RMUoHP.

I understand that I am not guaranteed confidentiality of information that is transmitted electronically (by e-mail or by FAX), by RMUoHP, others, or myself. In the event that I request, either by valid electronic signature or in writing, that confidential information be transmitted, I release RMUoHP from all liability related to the release of the requested confidential information. RMUoHP will do its utmost to insure total confidentiality of all communication between you and the university.

By signing below, I release RMUoHP from any responsibility or liability for consequences pertaining to this request.

Last       First       Middle

Street address/PO Box

City       State       Zip

Date of Birth  (MO/DAY/YR)

Program       Class

Primary E-mail address (digital signature)

Secondary E-mail address (digital signature)

Signature       Date

By signing this Authorization for Use of Electronic Signature, all other previous submissions of this form received by Rocky Mountain University of Health Professions become invalid.
Appendix: University Course Catalog

DSc Programs

Core Course Descriptions

CC 610  Biostatistics 1  1 credit
The purpose of this course is to introduce the student to biostatistics, the science of evaluating information in a biological setting. We will cover such topics as simple descriptive statistics, basic probability concepts, probability distributions (normal & binomial), sampling distributions, and an introduction to t-distributions.

CC 611  Biostatistics 2  1 credit
The purpose of this course is to build upon the topics introduced in Biostatistics 1. This course will cover such topics as interval estimation, confidence intervals, hypothesis tests, and one and two-sample t-tests.

CC 612  Biostatistics 3  1 credit
The purpose of this course is to build upon the topics introduced in Biostatistics 2. This course will cover such topics as correlation, simple linear regression, one-way analysis of variance, factorial designs, post-hoc tests of means and other non-parametric methods.

CC 626  Directed Independent Study  3 credits
This DIS will seek in-depth exploration and practice regarding the mechanics of designing, constructing, writing and preparing a case report for publication. Emphasis will be on designing a case report with an appropriate purpose statement and theoretical construct.

Upon successful completion of this course the student will be able to:
1. Identify appropriate topics to be included in preparing a case report.
2. Describe the appropriate design for a case report.
3. Identify potential professional journals for potential publication.
4. Construct a case report for the purpose of submission to a professional publication.

CC 635  Case Report Methodology  1 credit
Introduction to case report methodology. Critique of case report methodology and the current literature will be included. Mechanics of writing a case report with the goal of publication will be emphasized.

CC 707  Instructional Design  2 credits
This distance education course is designed to facilitate the student's development in the areas of teaching and learning (education). Two tracks are available: patient education and higher education. Students may also choose a hybrid of the two if approved by the instructor. Students will have approximately 3 months to complete the requirements for this course. Students may purchase a course packet from the University. The course syllabus, PowerPoint presentations, and online assessments will be made available to students in electronic form.

CC 709  Research Methods 1  1 credit
Introduction to general research principles and research ethics. The student will be introduced to the following topics in the research process: question formulation, principles of measurement, basic design, and methodological features, issues of reliability and validity, and fundamentals of conducting a literature review. A quantitative article critique will be conducted in class and outside of class. This course will provide the student with the necessary background to formulate a
hypothesis-driven research short prospectus that can be used to build the foundation of a full research proposal developed in Research Methods 2. The class format will include lecture, small group discussion, and practice.

**CC 710 Research Methods 2**  
1 credit  
The conduct of scientific inquiry requires careful planning and forethought to assure that the eventual implementation of a study will successfully result in interpretable and meaningful measurements and that valid conclusions may be drawn. This course will provide students with the necessary background and experience to formulate a clearly delineated, hypothesis-driven research proposal that can be used to convince funding agencies and/or doctoral committees to support the study. In addition, this course will provide key information about the Institutional Review Board process so that the student will be able to assure a safe and ethical environment for their volunteer subjects.

**CC 711 Research Methods 3**  
1 credit  
This course will introduce the student to important epidemiological methodology/concepts commonly used in evidence-based medicine, chi-square distribution and related analyses of frequencies, introduction to data collection & management methods, introduction to the formulation of designing tables and figures for manuscripts, and cover important manuscript writing issues for peer-reviewed journals. The course will also include a brief overview of basic biostatistical tests in their relationship to designing tables/figures and critiquing peer-reviewed papers.

**CC 712 Evidence-Based Practice**  
1 credit  
This course is designed to prepare healthcare professionals with the knowledge, skills and abilities necessary to make independent judgments about the validity of clinical research and to implement evidence-based clinical practice in their careers. This course will focus on the concepts of evidence-based practice with emphasis on forming answerable clinical questions and effective literature search strategies. The evaluative approach to appraising the research literature will prepare the students to judge the evidence on: 1) the accuracy and validity of diagnostic tests and the application of important diagnostic tests in the care of a specific patient; 2) the effectiveness of clinical interventions; 3) the natural history of health-related conditions; 4) risk of harm from select preventative and therapeutic interventions. Based on presentation of case scenarios, students will be required to formulate the key question(s), rapidly search medical and health-related databases, appraise the evidence with a critical analysis and describe application of the evidence in a clinical context.

**CC 820 Practicum**  
6 credits  
The practicum experience is a unique and individual experience to supplement the student's knowledge and experience from the student's self-assessment negotiated with the Graduate Program Director. The practicum experience can be achieved in a variety of settings (research, education, clinical).

**CC 899.2 Dissertation**  
Variable credits  
Each doctoral student will be required to complete a dissertation that is evidence-based and involves applied research of experimental, nonexperimental, or descriptive designs. Examples of dissertations include: randomized control trials; quasi-experimental designs, survey research, single-case/subject designs, normative research, and correlational designs.
Specialty Course Descriptions by Program

Aging

AG 600  Introduction to Aging: Demographics, Cohorts, Health/Wealth Span  
TBA  

TBA  

AG 604  The Aging Network: Public-Private Community Social Services and Resources  
TBA  

AG 606  Directed Independent Study  
Conduct a literature search on an assigned topic and identify 10 pertinent research based articles. Complete a one to two page annotated bibliography for each article in the format provided. Synthesize the findings into a 5 to 10 page paper applying the results to the area of Aging. Generate a list of the statistical tools used in the data analyses in the articles.

AG 607  An Integrated Biology-Psychology-Sociology View of Aging  
Introduction and literature review of the psychosocial and biological dimensions of aging, to include the major psychological theories of aging. Includes topics such as psychological theory, retirement, relationships, issues of chronicity and death and dying, environment and social support systems. Issues related to death and dying across cultures will be explored. Class consists of lecture and discussion.

AG 609  Geriatric Health Psychology, Including Compliance Issues  
TBA  

AG 610  Methodology of Functional Assessment  
Methodological issues of functional assessment tools will be discussed to include feasibility, limitations and advantages of the most commonly used tools. Issues of reliability and validity will be introduced and discussed. Lecture, demonstration, practice and critique.

AG 611  “Successful Aging” vs. “Normal Aging” – Healthy Aging  
TBA  

AG 616  Directed Independent Study  
Preparation of a review on a topic of importance to neurologic practice consistent with the publication format required for a relevant target journal.

AG 617  Theories of Behavior Change  
This course is designed to expose the student to the fundamental theories driving research and practice in health education, and to provide an opportunity for the student to put theory into practice based on current evidence. A variety of theories will be reviewed and the opportunity for the student to become familiar with the literature applying the theories provided. Working in a group, students will design a health education program based on a given theory and supported by evidence.
AG 701  The Vestibular System/Aging/Falls  2 credits
Rehabilitation management concepts for individuals with balance dysfunction. Incorporates concepts of postural control, motor learning, examination, evaluation, diagnosis, prognosis, and intervention, and criteria for discharge. Case management discussions include consideration of balance dysfunction in individuals with specific diagnoses as well as fall prevention in the elderly.

AG 702  Physiological Effects of Aging:  2 credits
Brain/Behavior/Degenerative Disorders
TBA

AG 703  Physiological Effects of Aging: Cardiovascular & Musculoskeletal System: Focus on Movement  2 credits
Overview of the physical changes in the older adult that impact movement to include cardiovascular and musculoskeletal changes associated with aging. Physiological systems emphasized will include the heart and vasculature, muscles, bones, and joints. Evaluation and intervention suggestions will be made based on the scientific evidence and current understanding of structure and function of the above systems during aging.

AG 706  Directed Independent Study  3 credits
Preparation of dissertation proposal utilizing the approved RMUoHP format.

AG 711  Overview of Pharmacological Agents In Neurorehabilitation and Aging  1 credit
This course presents a review of basic principles of pharmacology and a discussion of the typical pharmacological agents utilized by aged individuals with a focus on neurological disorders. This includes consideration of mechanisms of action and implications of specific drugs on the rehabilitation process, and specific considerations for the older adult relevant to healthcare. Includes adverse drug reactions.

AG 712  Aging Seminar  1 credit
Seminar to explore topic of special interest.

AG 713  The Aging Family and the Role of the Professional  1 credit
TBA

AG 714  Wellness and Health Promotion And Consulting  1 credit
Issues and models of community based health promotion and wellness programs will be introduced and discussed. Emphasis will be on designing a wellness or screening program for a special population of older adults. The process of consulting will also be introduced. Lecture, role-playing and practice.

AG 715  Research Issues with Aging Populations  2 credits
TBA

AG 716  Information Technology in Gerontological Healthcare  1 credit
TBA

AG 717  Nutrition  1 credit
Introduction to the age-related changes of the gastro-intestinal system and other factors that affect nutrition. The nutritional needs of older adults to include special needs of this population will be introduced. Assessment tools will be introduced to clinically evaluate an older adult’s nutritional status. Common nutritional deficiencies,
their manifestations and consequences will be discussed. Community resources to address nutritional needs will be discussed. Lecture, discussion.

AG 718   Ethical and Legal Issues in Aging and Health   1 credit
TBA

AG 719   Brain Imaging   1 credit
The purpose of this course is to explore the impact of functional brain imaging on the diagnosis, management, and therapeutic monitoring of patients with common disorders associated with aging (neurological disorders). Students will gain a greater understanding of the use of brain imaging in clinical practice.

Athletic Training

AT 600   Tissue Biomechanics   2 credits
This course will deal with the results of trauma to connective tissue from athletic injuries. It will cover the mechanics of injury, rates of healing, the inflammatory process and potential for rehabilitation post healing of sports injuries.

AT 601.2   Functional Orthopaedics   2 credits
This course covers the relationship between athletic injuries, the biomechanics of the injury as they relate to causes and their influence on treatment strategies. The relationship between weakness in musculoskeletal systems and their effect on recovery patterns will be discussed. Patterns of dysfunction that impede the recovery process will also be covered.

AT 604   Sports Nutritional Counseling   2 credits
A course designed to extend beyond the basics of the science of nutrition; it will focus on not only the research and efficacy of nutritional supplements but will also focus on methods of communication between athlete, parents, coaches and medical staff to effectively transfer appropriate and accurate information.

AT 606   Directed Independent Study   3 credits
This course is designed to facilitate the knowledge and awareness of the student in the type and extent of research that is pertinent to the field of Athletic Training. It will serve to develop the student’s thought on potential directions of in-depth studies that the student may pursue in seeking the advanced degree.

Upon successful completion of this course, the student will be able to:
1. Identify areas of research presently conducted in the field of Athletic Training.
2. Inventory specific areas of research in the field of Athletic Training.
3. Conduct library research in a specific area of study in the field of Athletic Training.
4. Formulate a “review of literature” dealing with a specific area of study in the field of Athletic Training at the conclusion of this course.

AT 610   Political Perspectives and Professional Growth   1 credit
This course will deal with the changing climate of licensure, education and reimbursement of athletic training services. It will examine the role delineation of the athletic trainer and identify possible outcomes of the current trends within the profession.

AT 611   Pharmacology   1 credit
This course will enable the student to recognize and compare the use of various medications used for common medical conditions found in working with the athletic sector. It will stress the mechanism of action and develop the athletic trainer’s ability to predict side effects of common prescription and over the counter medications and
supplements. It will also engage methods of advisement and counseling of participants on potential side effects, duration of action and drug interactions.

**AT 612**  
**Environmental Physiology**  
*2 credits*  
This course deals with the effects of environmental changes in weather, altitude, and pressure gradients as they relate to human performance. The symptoms and signs of heat stress and methods of correct treatment and resolution of the problem will be discussed. It will also cover effect of hyperbaric chambers on healing rates and other physiological parameters.

**AT 616**  
**Directed Independent Study**  
*3 credits*  
This course will serve as a means to help the student understand the process of developing a clinical research project. It will serve to expose the student to the broad spectrum of research that is both needed and available within the profession. Upon successful completion of this course, the student will be able to:
1. Identify needed areas of clinical research in the area of Athletic Training.
2. Describe techniques for the development of clinical research protocols.
3. Describe methods and procedures utilized in the conduct of clinical research.
4. Discuss data collection procedures, management of data and data presentation of clinical research.
5. Describe data interpretation leading the results and conclusions of clinical research.
6. Develop a potential research project proposal at the completion of this course.

**AT 620**  
**The Development and Teaching of Orthopaedic Physical Assessment**  
*4 credits*  
This purpose of this course is to prepare students to teach an orthopaedic physical assessment course. It will incorporate a learner-centered approach to course development and instructional delivery. Assessment tools and strategies used to evaluate student learning will be emphasized. Students will demonstrate instructional techniques and strategies in the teaching of didactic competencies and clinical proficiencies. Advanced techniques of orthopaedic physical assessment procedures will also be incorporated.

**AT 701**  
**Scientific Basis of Therapeutic Exercise**  
*3 credits*  
A course dealing with the osteo, arthro and myo kinetics and kinematics of movement as they relate to therapeutic exercise. The influence of these on the selection and application of various therapeutic exercise procedures will be examined. Various systems currently in use in the process of rehabilitation will be covered.

**AT 702**  
**Principles of Conditioning**  
*2 credits*  
This course is an on-line study of the essentials of strength and conditioning. It will cover the many facets of strength and conditioning at a graduate level. Research that surrounds the ability to enhance performance will be covered. This course will have as one outcome, the ability to sit for national certification as a Strength & Conditioning Specialist.

**AT 703**  
**Therapeutic Exercise Systems**  
*2 credits*  
This course deals with multiple systems of rehabilitation exercises. Differing approaches to common athletic injuries will be examined in depth. The effectiveness of manual resistance systems versus other systems such as selectorized stack machine resistance, and isokinetic systems will be reviewed. The efficacy of proprioceptive exercises and functional training will be examined.

**AT 705**  
**Program Design & Implementation**  
*1 credit*  
This course is to serve as a culmination of prior didactic work in strength and conditioning and therapeutic exercise programs. It will focus on scenarios and
problem solving of questions surrounding the design and implementation of exercise programs. It will give the student an opportunity to research those programs used by coaches, and therapists to achieve maximum results for their athletes.

**AT 706 Directed Independent Study**
3 credits

This course will consist of the student performing a pilot Clinical Research Study in the area of Athletic Training. The topic to be covered will be mutually agreed upon by the instructor and the student. The student will generate a hypothesis, review of literature, methods, results and discussion sections. The student will describe the process necessary to develop a formal clinical research study, and demonstrate the ability to perform a non-formal clinical study, known as a pilot study. Describe the various sections pertinent to developing formal research such as a hypothesis, methods of data collection, analysis of results, discussion and conclusions.

Upon completion of this course, the student will be able to:
1. Present a proposal for the pilot study as an extension of AT 616.
2. Identify the objectives, hypothesis and scope of the pilot study.
3. Describe the methods for data collection to be used in the pilot study.
4. Describe the measurements to be considered in the pilot study.
5. Identify confounding variables that may interfere with the completion of the project.
6. Identify methods of data analysis to be used.
7. Submit a completed pilot study on a subject agreed to by faculty and the GPD.

**AT 715 Epidemiology of Athletic Injuries**
1 credit

This course will expose the student to epidemiological concepts related to causes of sport related injuries. This course will look at the historical, present and future methods of conducting injury surveillance studies. This course will enable the student to understand injury trends and potential epidemics that contribute to the multifactorial cause of injuries related to athletic and sport competition.

**AT 716 Primary Medicine for Athletic Trainers**
2 credits

A course designed to help the athletic trainer recognize common medical conditions that are experienced by the participant in sport activity. It will cover pertinent disease processes that may have symptoms and signs that simulate orthopaedic injuries. It will also discuss potential side effects of the medication and their potential masking effects on injury recognition.

**AT 718 Athletic Training Program Administration**
3 credits

This course will explore the athletic training faculty administrative role as a program director and or clinical coordinator. Emphasis will be placed on leadership and success in higher education. Students will develop a better understanding of their role as an administrator and faculty member and how to navigate the dynamic environment of higher education.

**Clinical Electrophysiology**

**EP 600 Anatomy and Physiology of Nerve and Muscle**
2 credits

Examination of neuromuscular anatomy and physiology including the comparison of the peripheral and central nervous systems with emphasis on membrane excitability, neuronal signals, motor and sensory integration, classification of nerve and muscle fibers, neuromuscular transmission, muscle contraction, the electrophysiologic basis for electrical testing, and gross anatomy. Lecture and laboratory.

**EP 601A Electromyography**
1 credit

Introduction to advanced instrumentation including use of the oscilloscope, amplifiers, filter systems and electrodes. Introduction and analysis of electrophysiology including the dipole and quadrapole. Introduction to and analysis of normal
electromyographic insertional activity, spontaneous activity and motor unit potentials. Introduction, interpretation and practice in advanced electromyography of selected muscles from the upper extremities and the cervical paraspinals. Lecture, demonstration, and practice.

**EP 601B Electromyography**  
1 credit
Introduction of analysis of abnormal insertional activity, spontaneous activity and motor unit potentials. Introduction and practice in electromyography of selected muscles from the lower extremities and the lumbosacral paraspinals. Lecture, demonstration, and practice.

**EP 602A Nerve Studies**  
2 credits
Introduction to advanced instrumentation including use of the oscilloscope, amplifiers, filter systems and electrodes. Introduction and performance of motor conduction studies of the median, ulnar, radial, suprascapular, and axillary nerves. Introduction, interpretation and performance of sensory conduction studies of the median, ulnar, radial, medial antebrachial cutaneous, and lateral antebrachial cutaneous nerves. Evaluation of articles that integrate pathology with testing. Discussion of carpal tunnel syndrome, ulnar neuropathies at the wrist and elbow, radial nerve palsy and neuropathies of the suprascapular and axillary nerves. Lecture, demonstration, discussion and practice.

**EP 602B Nerve Studies**  
2 credits
Introduction and performance of motor conduction studies of the tibial, peroneal, and femoral nerves. Introduction and performance of sensory conduction studies of the saphenous, medial and lateral plantar, superficial peroneal and sural nerves. Introduction and performance of late responses including the median, ulnar, and peroneal F-waves and the tibial and femoral H-reflexes. Lecture, demonstration and practice.

**EP 603 Pathology**  
1 credit
Overview of nerve and muscle pathology including demyelination, axonal degeneration, axonal sprouting, axonal regeneration and classification of nerve injuries. Problem solving and correlation of normal and abnormal electromyography (EMG) and nerve conduction studies (NCS) data with specific pathological conditions including entrapment syndromes, radiculopathies (cervical and lumbar), polyneuropathies (diabetic and alcoholic) and myopathies. Lecture.

**EP 606 Directed Independent Study**  
3 credits
The directed independent study will encourage the student to develop knowledge and expertise in the fundamentals of evidence-based practice through a self-study format as it applies to a patient presenting for electrophysiological testing.

**EP 616 Directed Independent Study**  
3 credits
Each student will be required to read a minimum of 12 articles that are relevant to the proposed research proposal of the doctoral project and then write a paper. The paper must not mimic the research proposal that is submitted for CC 710, Research Design 2 during Session 5, however, portion of it may later be added to the research proposal. The paper will be of a minimum of 15 double-spaced pages.

**EP 701A Electromyography**  
1 credit
EP 702A  **Nerve Studies**  
2 credits
Introduction and performance of motor conduction studies of the median to second lumbrical versus the ulnar to second dorsal interosseous, anterior interosseous, deep ulnar branch to the first dorsal interosseous with stimulation at the wrist, below and above elbow, ulnar motor segmental stimulation across the elbow, musculocutaneous, facial nerve, blink reflex, spinal accessory nerve, and phrenic nerve. Review techniques from EP 602A and 602B. Lecture, demonstration, and practice.

EP 703A  **Pathology**  
1 credit
Review and discussion of cervical myelopathy, peroneal neuropathies versus L5 radiculopathies, Charcot-Marie Tooth disease, polyneuropathies, motor neuron diseases, brachial plexopathies, lumbosacral plexopathies and case studies. Lecture and problem solving.

EP 703B  **Pathology**  
1 credit
A hand surgeon will teach this course. It will introduce the students to pathological conditions and surgical procedures involving the peripheral nervous system of the upper extremity. Lecture, discussion and problem solving.

EP 703C  **Pathology**  
1 credit
This course is intended to assist the student in properly evaluating patients with major pathology. Students will research assign topics, present findings and discuss the topics including the importance of establishing the differential working diagnosis, a preliminary step to designing a clarifying electrophysiological examination. This course will focus on the following major topic areas:
- Presentation by students on several disorders.
- Discussion regarding PNS examination (DTRs, sensory exam, pain and motor dysfunction)
- Discussion regarding general observations (movements, postures, speech, ocular movements, balance, spontaneity, demeanor, skin changes, facial expression and body habitus)
- Discussion regarding movement/postural disorders
- Discussion regarding CNS examination
- Correlation of the clinical examination and clinical electrophysiologic considerations.

EP 703D  **Pathology**  
1 credit
New course in development.

EP 706  **Directed Independent Study**  
3 credits
Each student will write a paper on the potential EMG and nerve study changes that could be related to three assigned drugs. The paper will include the following:
- Discussion of classifications, indications, contraindications and side effects of each drug. (20 points)
- Discussion of the pharmacokinetics of each drug. (20 points)
- Discussion including the pharmacokinetics of any changes in either the EMG or nerve study that could be expected from the use of any of the three drugs. (20 points)
- Read and review at least three journal articles on the three drugs or a classification of drugs discussed. Relate each to the paper. (20 points)
The paper will be a minimum of ten (10) double-spaced pages.

EP 708A  **Nerve Studies**  
1 credit
Introduction and performance of sensory conduction study of the posterior femoral cutaneous nerve, special peroneal motor study and near nerve needle stimulation.
EP 708B  **Nerve Studies**  2 credits
Introduction and performance of sensory conduction studies of the ulnar nerve across the elbow and dorsal ulnar cutaneous nerve, and ulnar motor studies recording from the flexor carpi ulnaris and flexor digitorum profundus. Special studies including H reflex recording from the flexor carpi radialis, repetitive nerve stimulation and near nerve needle stimulation (cervical). Review of techniques from EP 602A, 602B, 702A and 708A. Lecture, demonstration and practice.

EP 709  **Marketing, Medico-legal Issues, and Administrative Issues**  1 credit
Introduction to marketing and sales techniques and strategies, pertinent medico-legal issues, administrative issues including how to write a policy and procedure manual, infection control issues and behavioral psychology.

EP 710  **Electromyography and Nerve Studies**  3 credits

EP 711  **Somatosensory Evoked Potential Testing**  3 credits
Introduction to somatosensory evoked potential (SEP) testing of the median, ulnar, tibial, peroneal, lateral femoral cutaneous and calcaneal nerves and dermatomal SEP testing of C5, C6, C7, C8, T1, L3, L4, L5 and S1 dermatomes intraoperative monitoring and instrumentation review. Lecture, demonstration, and practice.

EP 712  **Kinesiological EMG**  1 credit
Introduction to kinesiological EMG, analysis of kinesiological EMG, comparison of surface and fine wire EMG, overview of available EMG equipment for use in clinical studies and literature review.

**Clinical Neuroscience**

CN 600  **Clinical Neuroscience**  2 credits
Review, update, and synthesis of evidence from the neurosciences as a foundation for clinical practice.

CN 601  **Contemporary Motor Models**  2 credits
Fundamental principles, limitations, and clinical implications of the theories of motor control and motor learning influencing clinical practice. Incorporation of constructs from motor learning and motor control theories into therapeutic intervention for individuals with a variety of movement problems resulting from neurological dysfunctions. These will be approached from a modern evidence-based perspective.

CN 602  **Neurological Examination**  1 credit
Selection, utilization, and interpretation of screening assessments for sensory, perceptual, motor, and mental status from an evidence-based perspective.

CN 606  **Directed Independent Study**  3 credits
Conduct a literature search on an assigned topic using appropriate databases and effective and efficient search strategies. Identify 10 pertinent research articles that provide the best evidence for the researched topic. Complete a one to two page annotated bibliography for each article in the format provided. Synthesize the findings into a 5 to 10 page paper applying the results to clinical neuroscience. Generate a list of the statistical tools used in the data analyses in the articles.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CN 610</td>
<td>Management of the Individual Post CVA</td>
<td>2 credits</td>
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<td></td>
<td>Evidence-based rehabilitation concepts for individuals post CVA incorporating examination, evaluation, diagnosis, prognosis, and intervention in addition to reexamination, outcomes, and criteria for discharge. Case management discussions will include consideration of interactions within the treatment team concept.</td>
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<tr>
<td>CN 611</td>
<td>Management of the Individual Post Spinal Cord Injury</td>
<td>2 credits</td>
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<td></td>
<td>Evidence-based rehabilitation management concepts of individuals post spinal cord injury incorporating examination, evaluation, diagnosis, prognosis, and intervention in addition to reexamination, outcomes, and criteria for discharge. Case management discussions will include consideration of the environmental analysis and reintegration into community, work, and leisure activities.</td>
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<tr>
<td>CN 616</td>
<td>Directed Independent Study</td>
<td>3 credits</td>
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<td></td>
<td>Preparation of a review on a topic of importance to neurologic practice consistent with the publication format required for a relevant target journal.</td>
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<td>CN 701</td>
<td>The Vestibular System</td>
<td>2 credits</td>
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<td></td>
<td>This course will include rehabilitation concepts based on best research evidence for individuals with balance dysfunction, including examination, evaluation, diagnosis, prognosis, and intervention, and criteria for discharge. Case management discussions include consideration of balance dysfunction in individuals with specific neurological diagnoses as well as fall prevention in the elderly.</td>
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<tr>
<td>CN 702</td>
<td>Management of Individuals with CNS Degenerative Disorders</td>
<td>1 credit</td>
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<td>This course will focus upon comprehensive management of the individual with CNS degenerative disorders. This course will include review of pathophysiology, disease specific assessment tools, and therapeutic intervention which incorporates: 1) a review of contemporary evidence supporting practice and intervention in the management of CNS dysfunction and treatment, and 2) consideration of goals of the treatment team.</td>
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<tr>
<td>CN 706</td>
<td>Directed Independent Study</td>
<td>3 credits</td>
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<td>Preparation of doctoral project proposal utilizing the approved RMUoHP format.</td>
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<tr>
<td>CN 709</td>
<td>Management of the Pediatric Client with CNS Dysfunction</td>
<td>3 credits</td>
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<td>This course will present relevant concepts and evidence of motor development. It will include the management of the pediatric client with CNS dysfunctions and the selection and interpretation of relevant assessment tools from an evidence-based perspective.</td>
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<tr>
<td>CN 711</td>
<td>Neurological Seminar 1</td>
<td>1 credit</td>
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<td>Seminar to explore topic of special interest.</td>
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<tr>
<td>CN 711.2</td>
<td>Cardiopulmonary Considerations in Individuals with CNS Dysfunctions</td>
<td>2 credits</td>
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<td>This course incorporates the management of typical concomitant cardiopulmonary disorders within the overall therapy intervention for individuals with CNS dysfunctions from an evidence-based perspective.</td>
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<tr>
<td>CN 712</td>
<td>Neurological Seminar 2</td>
<td>1 credit</td>
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<td>Seminar to explore topic of special interest.</td>
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</table>
CN 713  **Musculoskeletal Interventions for Individuals with Neurological Dysfunctions** 2 credits
This course centers around the examination, evaluation, diagnosis and intervention of musculoskeletal impairments contributing to movement dysfunctions in individuals with neurological dysfunctions. Includes review of biomechanical considerations and pathokinesiological analysis of movement, and a review of contemporary evidence supporting practice and intervention in biomechanics.

CN 714.2 **Management of Individuals with Traumatic Brain Injury** 2 credits
Evidence-based rehabilitation concepts for individuals post TBI incorporating examination, evaluation, diagnosis, prognosis, and intervention in addition to reexamination, outcomes, and criteria for discharge. Case management discussions include neuropsychological considerations in the rehabilitation process.

CN 715 **Outcomes Assessment** 2 credits
This course will include principles of outcome assessment within the current healthcare environment including standardized tools for assessment of health status based on the validity, reliability and responsiveness of the instrument.

CN 716 **Overview of Pharmacological Agents in Neurorehabilitation** 1 credit
Review of basic principles of pharmacology and discussion of the typical pharmacological agents utilized by individuals with neurological disorders. This includes consideration of mechanisms of action and implications of specific drugs on the neurorehabilitation process, and a critical review of evidence supporting use and efficacy of different pharmacotherapeutic interventions.

CN 719 **Brain Imaging** 1 credit
The purpose of this course is to explore the impact of functional brain imaging on the diagnosis, management, and therapeutic monitoring of patients with neurological disorders. Additionally, students will gain the ability to search out and interpret evidence about the uses and efficacy of brain imaging as it relates to neurorehabilitation. Students will gain a greater understanding of the use of brain imaging in clinical practice.

**Health Promotion and Wellness**

WE 600 **Introduction to Health Promotion and Wellness** 2 credits
This course will provide an overview of the concepts of health promotion, health education, public health, primary prevention, lifestyle, behavior, and wellness and, based on evidence, their relationships to each other and to secondary and tertiary care. The historical relevance of and evidence for focusing on individual and social determinants of health will be explored and an ecological model combining both approaches will be introduced. Typical intervention sites for effective health promotion programs will be discussed as well as a framework for implementing programs. Class format will include journaling to develop a personal wellness philosophy, lecture, and small group activities.

WE 601 **Epidemiology** 3 credits
This course will provide an introduction and overview of the scientific foundations of health promotion and wellness. Emphasis will be placed on the fundamental principles of epidemiology as they apply to the prevalence and distribution of lifestyle-related disease. The course will enable students to analyze problems and make decisions based on applications of epidemiologic concepts and methods in a variety of health promotion settings. The use of vital statistics and rates, and descriptive, observational, and experimental studies will be discussed and applied to the
environmental, social, physical, and biological determinants of health and disease. Class format will include lecture, article reviews, and small group activities.

**WE 602 Exercise Testing and Prescription**  
2 credits  
Principles of testing and prescribing exercise for the cardiopulmonary, musculoskeletal and neurologic systems based on current evidence will be reviewed and practiced as they relate to populations with and without disability. Concepts learned will include aerobic and anaerobic exercise training, muscular strength, endurance and power training, flexibility enhancement, and balance training throughout the lifespan. Class format will include lecture and lab activities, including the performance of exercise testing and prescription with an individual of the student’s choosing.

**WE 603 Research Literacy**  
1 credit  
In this course, students will have the opportunity to read, critique and discuss current research in health promotion. The primary purposes of this course are to enable students to be informed consumers of health promotion and wellness research, to identify and understand the critical components in research manuscripts, to coherently discuss strengths and limitations in a variety of research studies, and to determine how to incorporate sound evidence into practice. Class format will include lecture, article reviews, and presentations.

**WE 604 Resilience and Its Impact on Health**  
1 credit  
The concept of resilience (the ability to adapt or recover rapidly) will be explored and discussed in relationship to health and well-being. Psychological, emotional and spiritual resources, such as coping, social support, meaningful connections, sense of life purpose, optimism, commitment, control, and reframing will be defined, and the evidence for each reviewed and discussed in terms of their ability to be learned, developed, and capitalized upon to improve health status. Class format will include lecture, experiential activities, small group activities and journaling.

**WE 606 Directed Independent Study**  
3 credits  
The student will select a health-related behavior, such as physical activity, helmet or seat belt use, oral healthcare, and conduct a literature review to identify evidence for both the individual and social influences on the chosen behavior. With instructor approval of the topic, a minimum of 10 articles should be selected, annotated and utilized to write a paper in which the student will advocate for one approach as the best means to accomplish behavior change in an identified population.

**WE 608 Risk Factors and Risk Reduction Strategies**  
2 credits  
The evidence related to risk factors for disease due to lifestyle choices will be reviewed and discussed in this course, including but not limited to smoking, nutritional choices, obesity, inactivity, diabetes, social support, and stress. Evidence for the prevention of diseases through the adoption of healthy behaviors will also be discussed, such as osteoporosis and cancer. Strategies for adopting positive health-related behaviors will be explored. Class format will include lecture, small group activities, and a group project.

**WE 609 Population Health Issues**  
1 credit  
In this course, the health issues of specific populations will be discussed, including gender and age specific populations, as well as one or two additional populations driven by class preferences. Additional populations may include shift workers, various ethnic groups, or religious groups. Health and well being issues specific to each population selected will be discussed and explored and evidence-based strategies developed to address the issues for each population. Class format will include lecture and small group activities.
WE 616  Directed Independent Study  3 credits
Students will identify a specific set of patients/clients (e.g. at risk for cardiovascular disease, osteoporosis, obesity, stress, etc.) for whom a prevention/wellness program can be developed based on the best available evidence for benefit. Students will develop a program and implement it with 3-5 people during the 3-month period. The developed program should be based on an appropriate theory or theories, culturally sensitive and appropriate, and population specific. The student will write a paper describing the program, including the evaluation tool used, program components, patient/client experience, outcomes achieved, and lessons learned.

WE 700  Theories of Behavior Change  3 credits
This course is designed to expose the student to the fundamental theories driving research and practice in health education, and to provide an opportunity for the student to put theory into practice based on current evidence. A variety of theories will be reviewed and the opportunity for the student to become familiar with the literature applying the theories provided. Working in a group, students will design a health education program based on a given theory and supported by evidence and present the findings to the class. Class format will include lecture and group activities.

WE 701  Cultural Competency in Wellness Practice  1 credit
The influence of culture on health and well-being will be explored in this course. Issues of cultural competency will be discussed with the aim of improving provision of care based on the evidence within the context of health promotion. Class format will include lecture, presentations, and journaling.

WE 703.2  Ergonomics in Life, Work and Leisure  1 credit
The science of fitting the task to the individual will be examined in this course in a variety of situations, including in the workplace, at home, and during the performance of leisure activities. Students will learn the basic principles of ergonomics evaluation and effective intervention practices and apply those principles to a variety of situations within the context of the whole person. Class format will include lecture, video analysis, lab, and practice.

WE 706  Directed Independent Study  3 credits
Students will select and critique 12 published research articles related to their doctoral project interest area. Students will write and abstract each article following guidelines specific to their professional association. A one-page critical review of the article should be included discussing the way in which the results can be applied to health promotion or wellness practice using an evidence-based approach.

WE 707  Ecological Principles in Health Promotion and Wellness  1 credit
The ecological model of health promotion will be explored in depth in this course and the student will apply it to an individual behavior or a group health issue of choice. The course is designed to create awareness and understanding of the evidence for the multiple influences on health and wellness, both individual and societal (including political and regulatory), and to guide the student through a process of integrating a health promotion/wellness model into their current clinical practice, educational context, or other setting based on sound evidence. Class format will include lecture, individual project and presentation, and small group activities.

WE 708  Technology and Health Management  2 credits
The ecological model of health promotion will be explored in depth in this course and the student will apply it to an individual behavior or a group health issue of choice. The course is designed to create awareness and understanding of the evidence for the multiple influences on health and wellness, both individual and societal (including...
political and regulatory), and to guide the student through a process of integrating a
health promotion/wellness model into their current clinical practice, educational
context, or other setting based on sound evidence. Class format will include lecture,
individual project and presentation, and small group activities.

**WE 709 Emergency Care/First Responder** 1 credit

This course is designed to provide knowledge and skills to enable the student to
respond to common medical emergencies. The acute management of breathing and
cardiac emergencies, bleeding, and sudden injuries and illnesses will be reviewed
and the student will be taught an evidence-based triage approach to management of
these situations. CPR and AED (automated external defibrillation) training will be
included. Class format will include lecture, lab and practice.

**WE 710 Nutrition** 1 credit

TBA

**WE 712 Financial Management and Marketing in Health Promotion** 1 credit

The business management side of health promotion and wellness will be discussed
in this course. Program development and management costs, reimbursement
strategies, benchmarking, marketing, and evaluation of programs and services will be
explored. Class format will include lecture, small group activities, and oral
presentations.

**WE 713 Facilities Operations and Design** 1 credit

Information about designing and operating a wellness facility will be presented in this
course. Topics will include ADA compliance, safety, health regulations, and
environmental controls. Students will design a facility from scratch and/or modify an
existing facility to meet the needs of a wellness program. Class format will include
lecture and small group activities.

**WE 714 Health Promotion and Wellness Practice** 2 credits

In this capstone course of the curriculum, students will combine all of the knowledge
and skill learned in previous courses to create a realistic health promotion/wellness
practice within the structure and limitations of their scope of practice and licensure
and their current or desired practice setting. Typical health promotion and wellness
practices will be discussed and their effectiveness evaluated. Class format will
include lecture, small group activities, and individual project and presentation.

**WE 715 Complementary and Alternative Therapies in Health Promotion** 1 credit

The use of complementary and alternative therapies in the context of health
promotion will be explored in this course using an evidence-based approach. Topics
introduced may include biologically based practices (herbs, supplements, diets),
energy medicine (Reiki, Qi gong, healing touch), manipulative and body-based
practices (massage therapy, reflexology, Rolfing, Trager bodywork, Alexander
technique, Feldenkrais method), and mind-body approaches (relaxation, hypnosis,
visual imagery, meditation, yoga, biofeedback, tai chi, prayer). Students will select
an approach to explore in greater detail and about which to present evidence-based
information to their peers.

**Nursing**

**NU 600 Philosophy of Science** 2 credits

This course will explore contemporary philosophic viewpoints on the nature of
nursing science. Concepts of logic, the theory of reasoning, epistemology, and
scientific validation will be explored as well as the link of the philosophy of science to Nursing’s heritage and knowledge formation.

NU 601 **Creating an Evidence-Based Practice Environment** 3 credits
This course underscores the synthesis of the best research evidence with clinical expertise and client values to direct practice decisions for the best health outcomes. An emphasis will be placed on how research questions are formed, finding and appraising evidence, and how research can be transformed to develop new clinically relevant knowledge. Models and processes of evidence-based practice will be introduced to promote strategies for best practice and quality improvement of healthcare. The focus of this course is to acquire knowledge and understanding of research reported in the literature, critique findings, and apply this to practice. This course has a companion clinical component, which will be completed and graded in NU 606 (DIS 1).

NU 602 **State of Nursing Science 1** 2 credits
This course examines the structure and growth of contemporary nursing knowledge and theory as it developed within a social context. Ideas, events, people, and writings are examined for their influence, inter-relationships and significance to nursing as students reflect on the philosophies and theories that guide their practice. The process of concept analysis and theory generation will be underscored. The course discusses a connection to nursing research, theory, and practice. The empirical foundation of nursing practice, the analysis of nursing knowledge and theories and their applicability to applied clinical nursing practice will be explored. Dialogue will center on the refinement of critical thinking skills in analyzing existing practice for theory implications. Selected concepts will be analyzed with emphasis on implications for evidence-based practice. Interrelationships among theories, practice and research will be stressed.

NU 603 **Nursing Informatics and Evidence-Based Information** 2 credits
This course will explore the way technology links information to clinical practice. The course will explore the reciprocal relationship between evidence-based decision-making and information technology. Systems are addressed that support patient centered, safe, effective, timely, efficient and equitable care. An emphasis is placed on the role that information technology supports these systems and on the role of evidence-based decision-making on the development and use of technologies in healthcare. This course has a clinical component.

NU 604 **State of Nursing Science 2** 2 credits
The course extends the discussion on the connection to nursing research, theory, and practice. The empirical foundation of nursing practice, the analysis of nursing knowledge and theories and their applicability to applied clinical nursing practice will be further explored. As in NU 602, this course will examine refinement in analysis of existing practice theories, and provide additional conceptual framework emphasizing evidence-based practice. Interrelationships among theories, practice and research will again be stressed.

NU 606 **Directed Independent Study** 3 credits
This DIS will explore the nurse’s role as change agent in the application of evidence to practice. Each student will select a topic of interest from the Institute of Medicine’s (IOM) twenty priority areas and complete an overview of three forms of knowledge to inform clinical practice: primary research, the evidence summary, and evidence-based clinical practice guidelines. Each will compare the state of science to what is actually done in a clinical practice setting of her choice. Building on the content from Session 1, a student will design a plan to resolve any disparities using an integrated model based on the evidence.
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<th>Course Code</th>
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<tr>
<td>NU 607</td>
<td>Ethics and Social Responsibility in Healthcare</td>
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<td>This course examines selected ethical theories including social ethics as related to healthcare and nursing practice. Both institutional and broader healthcare policies related to ethical issues will be explored within the context of virtue and social justice ethics.</td>
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<tr>
<td>NU 616</td>
<td>Directed Independent Study</td>
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<td>Students will seek and apply evidence, within their doctoral research project interest area, that challenges current policies and procedures and/or justifies clinical actions in their practice environment. Applying best current evidence, the student will focus on the formation of a policy strategy to address a major policy issue affecting healthcare and the discipline of nursing.</td>
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<td>NU 636</td>
<td>Survey of Qualitative Research 1</td>
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<td>This course introduces the student to the major approaches used in conducting qualitative research and the application of these methods to problems and phenomena in nursing. Importance is placed on the appropriate use of qualitative methods and differences across qualitative approaches. Survey of Qualitative Research 2 (taught in Session 4) will extend and elaborate on the topics covered in this course.</td>
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<tr>
<td>NU 701</td>
<td>Survey of Qualitative Research 2</td>
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<td>This course builds upon the information explored in CC 636. Qualitative research applications in nursing research on topics such as assumptions, sampling, interviewing and observation techniques, ethics, and reporting of qualitative research are addressed. An introduction to data analysis will be presented. Importance is placed on the appropriate use of qualitative methods and differences across qualitative approaches.</td>
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<tr>
<td>NU 702</td>
<td>Health Policy</td>
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<td>The purpose of this course is to instill both an understanding and an appreciation of the processes involved in healthcare policy. Students will gain knowledge of the elements that influence policy development and implementation and the impact policy has on their professional lives and the lives of their clients.</td>
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<tr>
<td>NU 703</td>
<td>Nursing Leadership and Healthcare</td>
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<td>The purpose of this course is to synthesize theoretical leadership concepts with personal and professional values embedded in a clinical practice environment. Issues of power, innovation, working with teams, change and leadership/healthcare delivery models are addressed. Self-reflection, self-mastery, and interpersonal skills are themes that underpin the entire course of study.</td>
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<tr>
<td>NU 704</td>
<td>Healthcare Economics</td>
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<td>The purpose of this course is to explore the components of the structure that provides and supports healthcare, healthcare research and the education of healthcare practitioners. The student will be introduced to components of healthcare financing, general accounting principles and budget management. The course will explore models for healthcare planning and decision-making, including cost effectiveness and return on investment analysis.</td>
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<td>NU 705E</td>
<td>Vulnerable Populations in a Global Health Perspective</td>
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|             | This course conducts a social deconstruction of the dimensions within the healthcare system for vulnerable populations in a global health perspective. The students will examine the burden of disease within social, political, economic, and environmental contexts. Contemporary nursing knowledge, theory, and epidemiological evidence will be examined for barriers with vulnerable populations. Students will reflect on their own value system, philosophies, theories, and public health models that guide their
practice and research. Professional nursing and healthcare organizations that advocate for vulnerable populations worldwide will be discussed. Strategies to increase global nursing consciousness will be explored.

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<th>Course Code</th>
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<tr>
<td>NU 706</td>
<td>Directed Independent Study</td>
<td>3 credits</td>
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<tr>
<td>NU 707E</td>
<td>Measurement Issues in Nursing Research</td>
<td>1 credit (Potential Elective)</td>
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<tr>
<td>NU 708.2</td>
<td>Developing the Role as Professional</td>
<td>1 credit</td>
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<td>NU 709</td>
<td>Colloquium in Nursing</td>
<td>2 credits</td>
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<tr>
<td>NU 710E</td>
<td>Legal and Ethical Issues in Advanced Practice Nursing</td>
<td>1 credit (Potential Elective)</td>
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**NU 706 Directed Independent Study**
This DIS will advance the student's ability to use leadership and management theory in nursing practice within current and emerging organizational systems and the reality of healthcare economics. Students will complete a project on an aspect related to their doctoral research project interest that analyzes the influence of organizational structure and healthcare economics on the leadership role of the professional nurse.

**NU 707E Measurement Issues in Nursing Research**
This course focuses on several aspects of measurement in research:
- The fit of a conceptual framework with theory-based research question, including operational definitions of variables, measurement issues and ultimate outcomes. Measurement issues include data collection (method, choice of instruments) and appropriate data analysis.
- The application of measurement theory and psychometric techniques in the development, psychometric testing and use of measurement instruments for nursing and health care research.
- An evidence-based approach to comparing and choosing existing instruments for any research or clinical project.
- The operationalization of concepts, assessment of reliability and validity, and appropriate use of measurement instruments. A variety of instruments will be discussed, including quantitative, physiological and qualitative instruments methods.
- Discussion of ethical issues involved with measurement.

**NU 708.2 Developing the Role as Professional**
This course is capstone in nature. It is designed to synthesize the various key concepts underpinning the curriculum: theory based practice models, leadership, health policy, ethics and social responsibility, role competence, and research to complement the student's previous experiences and career goals. Students have freedom to develop professional goals within the outcomes of the course to meet individual needs. The course will facilitate the student's transition to their roles as evidence-based clinicians, nurse educators, and/or healthcare administrators.

**NU 709 Colloquium in Nursing**
This course augments students' individualized work with their doctoral research project chair and committees to provide guided study in the proposal generating process. Additionally, strategies and options to gain financial support for research will be addressed. The colloquium method provides an opportunity for doctoral students to share the most recent developments in their doctoral research project proposals. Each student is required to report on his/her research proposal and to critique other students' proposals.

**NU 710E Legal and Ethical Issues in Advanced Practice Nursing**
This course explores the legal and ethical dimensions of nursing. The bases for liability imposition – professional negligence, intentional misconduct, breach of a therapeutic promise, strict and vicarious liability – are analyzed. The systems model for healthcare professional ethical decision-making is examined and applied to real and hypothetical cases. Salient business, criminal, documentation and employment law issues are evaluated as they relate to nursing practice.
NU 712 Elective 1 credit
Students have the opportunity to explore a cognate area related to their individual research interests to augment their program of study. The cognate field is intended to complement the student's major scholarly focus. Students will determine the direction and type of course work in collaboration with the Graduate Program Director and Committee Chairperson prior to session 5. Options include but are not limited to:
- An approved web-based or other course from another institution
- A RMUoHP doctoral course from another program
- An independent study matched with a program faculty member

Orthopaedics & Sports

OS 600 Principles of Connective Tissue Injury and Repair 2 credits
Overview of connective tissue injury including degenerative processes, healing, and rehabilitation implications. Understanding of the relationships among connective tissues such as bone, ligaments, cartilage, capsule tendon and muscle on a micro and macro level will be emphasized. Sports and orthopaedic injuries of the nervous system will be discussed, and includes neurologic injuries, nerve entrapments, articular neurobiology and proprioception. Lecture and case study format.

OS 601 Clinical Anatomy, Biomechanics, and Pathophysiology of the Spine 4 credits
Clinical application of anatomy, biomechanics and pathophysiology of the spine to examination and intervention techniques in patients with spinal dysfunction. Focus on integration of basic sciences with application to clinical decision making regarding disposition and intervention. Surgical procedures and their impact on rehabilitation techniques and functional progression will be discussed. Students will choose a specific areas on interest and prepare a 20 minute presentation on the topic. Oral presentations, lecture, demonstration, videos and cadaver dissections.

OS 602 Neuropathology in the Orthopaedic Patient 1 credit
Overview of nerve and muscle physiology including demyelination, axonal degeneration, axonal sprouting, axonal regeneration and classification of nerve injuries. Problem solving and correlation of normal and abnormal EMG and NCV data and clinical signs and symptoms with specific pathological conditions including entrapment syndromes, radiculopathies, polynuropathies and myopathies.

OS 603.2 Applied Exercise Science 2 credits
Principles of conditioning and exercise science. Discussion of muscle physiology and its relationship to strength, power and endurance. Principles of progressive resistance exercise, muscle contraction type, impact loading, and plyometrics. Sports conditioning for the healthy individual, as well as principles of conditioning in rehabilitation. Mobility activities including stretching. Cardiovascular training and its application to clients seen in an orthopaedic or sports physical therapy setting. Lecture and lab.

OS 604 Clinical Anatomy, Biomechanics, and Pathophysiology of the Lower Leg, Ankle and Foot 2 credits
This course covers the clinical anatomy, biomechanics, examination, disposition and rehabilitation of injuries to the lower extremity (leg, foot, and ankle). Its focus will be on integration of basic sciences with application to clinical decision-making regarding disposition and intervention. Surgical procedures and their impact on interventions and functional progressions will also be discussed. Students will choose a specific area of interest and prepare a 20-minute presentation on the topic. Instructional modalities will include oral presentations, lecture, demonstration and practice.
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<th>Course</th>
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<tr>
<td>OS 605</td>
<td>Clinical Anatomy, Biomechanics, and Pathophysiology of the Hip and Knee</td>
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<td>This course covers the clinical anatomy, biomechanics, examination, disposition and rehabilitation of injuries to the hip and knee. Its focus will be on the integration of basic sciences with application to clinical decision-making regarding disposition and intervention. Surgical procedures and their impact on interventions and functional progressions will also be discussed. Instructional modalities will include oral presentations, lecture, demonstration and practice.</td>
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<td>OS 606</td>
<td>Directed Independent Study</td>
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<td>Conduct a literature search on a selected topic (approved by graduate program Director) and identify 10 pertinent research based articles. Complete a one to two page annotated bibliography for each article in the format provided. Synthesize the findings into a 5 to 10 page paper applying the results to orthopaedic or sports physical therapy. Generate a list of statistical tools used in the data analysis in the articles.</td>
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<td>OS 613.2</td>
<td>Clinical Anatomy, Biomechanics, Muscle Physiology and Pathophysiology of the Shoulder and Upper Quarter</td>
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<td>Clinical anatomy, biomechanics, examination, disposition and rehabilitation of injuries to the upper quarter. Focus on integration of basic sciences with application to clinical decision-making regarding disposition and intervention. Surgical procedures and their impact on interventions and functional progressions will be discussed. Application of radiology. Students will choose a specific area of interest and prepare a 20-minute presentation on the topic. Oral presentations, lecture, demonstration and practice.</td>
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<tr>
<td>OS 616</td>
<td>Directed Independent Study</td>
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<td>This course will emphasize the advanced critique of the literature. Students will select 5 research papers on a topic of interest. Papers selected should use quantitative research methods. Review and abstract the paper according to established guidelines. Following the abstract process, review the methods section thoroughly. Describe how you would change the methods if you were to do the research. Be sure to include why you would make those changes and provide references for such (i.e. changes to improve reliability, validity, etc. and cite methodology literature). This can be done in text form, table form, outline form or whatever style works for you. If there are pros and cons (as there often are) to your recommended changes (such as improving internal validity at the expense of external validity) be sure to include these relative advantages and disadvantages as well as recommendations for achieving appropriate balance.</td>
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<tr>
<td>OS 702</td>
<td>Principles of Conditioning</td>
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<td>This course is an on-line study of the essentials of strength and conditioning. It will cover the many facets of strength and conditioning at a graduate level. Research studies will be reviewed for the levels of evidence (based upon study design) concerning the ability to enhance performance. This course will have as one outcome, the ability to sit for national certification as a Strength &amp; Conditioning Specialist.</td>
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<td>OS 706</td>
<td>Directed Independent Study</td>
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<td>Choose a current topic of controversy or debate within orthopaedic or sports physical therapy that is of interest to you and prepare a 10-15 page paper on the issue. This can be a clinical question, policy or professional issue. Use a variety of resources to provide background on the issue as well as recommendations for process or outcome related to this topic. Discuss the topic with the graduate program director before beginning the home study.</td>
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OS 707  Radiology  
Identification of normal and abnormal radiographic findings in spine and extremity injuries. Principles of radiographic and other imaging evaluation including MRI, CT scan, tomography and bone scans as they apply to orthopaedic and sports physical therapy. Pros, cons, indications and contraindications to imaging studies will be highlighted. Lecture, case studies.

OS 710  Neurobiology of Pain and its Management  
Neurobiology and current theories of pain and its management. Physiology of pain, peripheral and central mechanisms as well as associated interventions. Application to clinical problems such as chronic back pain, fibromyalgia, myofascial pain and neurogenic pain. Discussion of appropriate measurement and outcome tools. Lecture and case studies.

OS 713  Pharmacology  
Physiological effect of pharmaceutical agents commonly used in orthopaedic and sports settings. Drug mechanisms, actions, interactions and effects on the body will be discussed. Lecture.

OS 717  Differential Diagnosis in Orthopaedic and Sports Physical Therapy  
This course is designed to explore concepts of probability based differential diagnosis. Presents the evidence for diagnosis using properties of diagnostic tests such as sensitivity, specificity, likelihood ratios and predictive values. Participants will learn to review the diagnostic literature against evidence-based practice criteria for validity to facilitate appropriate selection of clinical diagnostic tests. Pathology of the major body systems and regions will be covered with current evidence-based practice diagnostic standards, as they are available in the professional literature. Competencies gained through the course are intended to help prepare the orthopaedic and sports physical therapist to function as a direct access provider capable of making highly accurate diagnostic decisions according to the best available evidence. Teaching methods: lecture, independent student work on critically appraised topics, student presentations, interactive laboratory sessions, and case reviews.

OS 719.2  Manipulation in the Management of Patients with Spinal Disorders  
This course presents the history and development of high velocity thrust and locking techniques for treating segments of the spine. It will include a review of the indications and contraindications for manipulation, as well as the literature on the effectiveness and risks associated with manipulation. Manipulation techniques will be demonstrated and practiced in lab.

OS 730  Clinical Anatomy, Biomechanics and Pathophysiology of the Wrist and Hand  
The course will identify the pertinent biomechanical research that will assist in the evaluation and treatment rationale of wrist and hand dysfunction. Rehabilitation of wrist and hand dysfunction will be discussed, including manual therapy techniques, modalities, exercises and splinting techniques. Surgical procedures will be discussed, including indications and contraindications for interventions following surgery. Application of diagnostic imaging techniques. Lecture, lab, case studies.
Pediatrics

P 600 High Risk Neonates: NICU Management and Follow-up 2 credits
Review of neonatal neuropathology, common medical conditions of developmentally at-risk neonates; analyses of theoretical frameworks, risk assessment, neonatal physical therapy examination and intervention methods, and interdisciplinary outpatient follow-up are included. Critical pathways for neonatal practice and competency assessment guidelines are outlined.

P 601.2 Developmental Orthopaedics and Pathomechanics 2 credits
This course involves the study of the effects of normal and pathomechanical forces on the developing design of the bones and joints of the pelvis and lower extremities. The content embraces lower extremity segments that are proximal to the talus but excludes orthotic devices for the ankle and foot. The principles of Sahrmann’s Muscle Balance Theory are reviewed and integrated. Several lower extremity musculoskeletal assessments are reviewed in a laboratory session.

P 602 Management of Children with Motor Unit Disease 1 credit
Overview of pathology and physical therapy management of children with anterior horn cell disease, spinal muscular atrophy, peripheral neuropathies, myasthenia gravis, congenital myopathies, and muscular dystrophy.

P 603 Measurement in Pediatric Physical Therapy 1 credit
Survey of instruments and clinical observation protocols used in pediatric physical therapy to measure development, sensory and motor performance, functional tasks, joint/muscle mobility, neurological integrity, balance, and behavior. Psychometric properties and relevance for measuring clinical change are analyzed.

P 606 Directed Independent Study 3 credits
Independent study during which the student will a) conduct a literature search for 12 research-based articles on a proposed doctoral research topic; b) submit a literature review paper in publishable format; c) conduct an individual professional needs assessment and prepare an action plan for board certification or re-certification in pediatric physical therapy.

P 616 Directed Independent Study 3 credits
Independent study during which the student will prepare a proposal for funding of the doctoral research project from a granting agency.

P 701 Manual Therapy for Functional Mobility in Children with Neuromusculoskeletal Impairments 2 credits
Management techniques and laboratory component for examination, intervention, and prevention of joint and tissue restriction in children using manual therapy and myofascial approaches.

P 702 Administration and Consultation in Pediatric Physical Therapy 1 credit
Analyses of models and procedures for administrating and consulting in pediatric physical therapy settings; components of business plans for pediatric private practice and strategies for managing challenging work setting dynamics are included.

P 703 Seminar on Children and Youth in Early Intervention and Education Environments 1 credit
Review of laws, practice guidelines, and service delivery models; examination of collaboration and leadership processes within the education hierarchy; analysis of practice issues and controversies.
P 704  **Topics in Pediatric Pathologic and Genetic Conditions**  1 credit
Overview of pathophysiology, clinical course, and physical therapy management of children with burns, rheumatoid arthritis, sports injuries, torticollis, organ transplants, spinal injury, congenital limb deficiencies, osteogenesis imperfecta, arthrogryposis, hemophilia, cancer, and common chromosomal abnormalities. Students will present a 40-minute lecture developed in a previous Directed Independent Study.

P 706  **Directed Independent Study**  3 credits
Independent study during which the student will a) prepare the doctoral research proposal for presentation in a 20 minute power point format during the next session; OR b) submit a manuscript for publication from the literature review or case report projects.

P 707  **Management of Oral-motor and Feeding Disorders in Infants and Children**  1 credit
Examination and management of feeding and swallowing disorders in infants and children with neuromuscular and structural deficits; interventions are reviewed to support transitions to oral feeding from supplemental feeding lines.

P 708  **Theoretical Frameworks in Pediatric Physical Therapy**  1 credit
Examination of theoretical frameworks and models with application to pediatric science and practice. Included are dynamic systems, information processing, motor control, motor learning, and ecological theories.

P 712  **Topics in Children with Cardiac and Pulmonary Conditions**  1 credit
Overview of pathophysiology and clinical management for children with primary cardiac or pulmonary conditions and those with cardiopulmonary conditions secondary to neuromuscular disorders.

P 713  **Spasticity Management for Infants and Children**  1 credit
Review of current approaches for spasticity management to include discussion of examination, strength and functional training, and clinical and research support by pediatric physical therapists to spasticity management teams.

P 714  **Single System Designs in Pediatric Physical Therapy**  1 credit
Introduction to single system (single subject) designs for measuring clinical change in pediatric practice settings.

P 715  **Neuromuscular Electrical Stimulation for Children with Cerebral Palsy**  1 credit
Current concepts and advances are presented in the clinical use of neuromuscular electrical stimulation (NMES) in pediatric physical therapy. Management decisions on child selection, muscle selection, and equipment options are discussed from research and clinical literature perspectives. Current concepts on movement science, spasticity, and intervention for children with cerebral palsy are presented. An overview of NMES equipment is provided.

P 717  **Behavioral Management for Children with Disabilities**  1 credit
Review of developmental behavior theory and behavioral and play interventions; discussion of parent-child-therapist interactions and examination of the interaction between sensory systems and emotional stability during therapy and daily activities are included.
P 718 Management of Adolescents and Young Adults with Cerebral Palsy 1 credit
Case management and analyses of life span changes in the musculoskeletal, cardiopulmonary, functional, vocational, social, self-esteem, and family status of adolescents and adults with cerebral palsy.

P 719 Topics in Family Studies 1 credit
Overview of family system theories, theoretical and conceptual frameworks of family development and functioning, extrinsic and intrinsic factors that influence family functioning, and ecological/transactional models of child development; concepts of family assessment and family-centered care, culture, stress, and coping are included.

P 721 Scientific Writing and Evidence-Based Practice 1 credit
Overview of structure and process of scientific writing for the medical literature including common problems in medical writing, steps in preparing for publication, and processes for research grant applications. Issues in evidence-based practice are reviewed, and strategies are included for computer literature searches.

P 722 Sports Injuries and Fitness in Children and Youth 1 credit
Analysis and management of common sports injuries and fitness for children and youth with a laboratory component for musculoskeletal examinations.

P 723 Legal and Ethical Issues in Pediatric Physical Therapy 1 credit
Overview of legal, ethical, risk management, expert witness and deposition procedures; exploration of documentation standards, employment contracts, and informed consent policies.

P 724 Embryologic and Fetal Development: Implications for Neonatal Care 1 credit
Overview of the development of selected body systems (cardiovascular, gastrointestinal, respiratory, genitourinary, face/neck) and the basis for major anomalies of these systems. Examination of embryologic and fetal development of the central nervous system and sensory systems are included with implications for preterm and other infants in the neonatal intensive care unit.

P 726 Seminar on Pediatric Physical Therapy Research 1 credit
Presentation of doctoral research proposals to a panel of researchers in pediatrics for critique and discussion.

P 727 Statistical Applications in Pediatric Physical Therapy 1 credit
Expanded overview of statistical tests used in pediatric physical therapy research. Students will present doctoral research questions, hypotheses, methods, and data analysis plans for critique and discussion.

P 728.2 Survey of Qualitative Research in Pediatric Physical Therapy 1 credit
Introduction to the major approaches in conducting qualitative research and the application of these methods to problems and phenomena in pediatric physical therapy. Exploration and application of sampling, interviewing and observation techniques, data analysis methods and reporting of qualitative research are addressed.

Transitional Doctor of Nursing Practice

DNP 600 Transformational Leadership in Advanced Practice 2 credits
This course examines the emerging literature on evidence-based management, and the use of evidence in decision-making, resource management, and strategic planning. Issues of power, innovation, interprofessional collaboration, change, and
leadership/healthcare delivery models are addressed. Self-reflection, self-mastery, professional integrity and credibility, interprofessional collaboration, and other leadership-related concepts are themes that underpin the course.

DNP 601  Creating an Evidence-Based Practice Environment 2 credits
Evidence-based clinical practice to achieve the most effective outcomes is a major focus in healthcare. This course underscores the synthesis of the best research evidence with clinical expertise and client values to direct practice decisions for the best health outcomes. An emphasis will be placed on how research questions are formed, finding and appraising evidence, and how research can be transformed to develop new clinically relevant knowledge. Models and processes of evidence-based practice will be introduced to promote strategies for best practice and quality improvement of healthcare.

DNP 602  Health Policy 1 credit
Students will be given the opportunity to weigh the impact of organizational, professional, and governmental policies on their practice and lead changes in the broader policy arena to improve practice.

DNP 603  Informatics and Evidence-Based Information 1 credit
This course is designed as a survey course for the advanced clinician to explore major existing and emerging technologies and their potential impact. Systems are addressed that support patient centered, safe, effective, timely, efficient and equitable care. An emphasis is placed on the role that information technology supports these systems and on development and use of technologies in 21st century healthcare. Electronic medical records (EMRs), patient safety systems such as bar-coding medication systems and event reporting systems, tele-health modalities from remote monitoring in ICUs to patient homes, web-enabled implantable devices, and web-based patient and professional education are among the topics explored.

DNP 604  Data and Decision Making in the Healthcare Environment 1
This course begins the discussion on skills necessary to effectively utilize data in the health care environment. Critical thinking related to problem identification, assessment of data, and outcome evaluation will be examined. The course provides opportunity to utilize evidence on a special population related to the student's capstone project. Qualitative methods and IRB process will be highlighted in this class.

DNP 605  Data and Decision Making in the Healthcare Environment 2 2 credits
This course continues the discussion on skills necessary to effectively utilize data in the health care environment. Critical thinking related to problem identification, assessment of data, and outcome evaluation will be examined. The course provides opportunity to synthesize related evidence targeted to the student's capstone project. Application of data for Quantitative methods will be highlighted in this class.

DNP 606  Directed Independent Study 1: Specialization Residency 4 credits
This DIS provides the student an opportunity to develop competence in a specialty area of interest. The student, in coordination with the GPDs, will select an area of specialization (i.e., wellness, executive leadership, systems, pharmacology, gerontology) with an emphasis on interdisciplinary collaboration. The DIS supplements the theory coursework and includes opportunities to synthesize prior learning while observing, testing, and evaluating theories and evidence-based clinical practice. The DIS requires the selection of one or more approved advanced practice
leaders as a preceptor. Learning activities are agreed upon by the student, preceptor, and faculty, and meet the objectives of the DIS.

DNP 607 **Legal and Ethical Issues in Advanced Practice Nursing**  
1 credit  
This course focuses on approaches to implement recent Institute of Medicine recommendations within an ethical context. Patient safety and privacy, developing interdisciplinary systems and structures to improve the quality of patient care, risk management, and ensuring compliance with laws and healthcare regulations such as HIPAA will be explored. The course highlights the development of effective strategies for managing the ethical dilemmas inherent in organizing evidence-based healthcare delivery at the individual, organizational, or systems level.

DNP 608 **The Advanced Clinician as Communicator**  
2 credits  
This course is designed to provide a broad introduction to human communication in a healthcare context. The course will highlight issues such as provider-client communication, intraprofessional communications, intercultural health communication, and alternative medicine. The course explores the use and critiques of various communication strategies in the change process. Effective communication strategies to implement change. Topics: marketing, conflict management and use of communication media for various audiences.

DNP 609 **Advanced Practice and the Entrepreneurial Role**  
1 credit  
The course provides the student an opportunity to understand the subtleties and legal and business reality of advanced practice. This course will serve as an introduction to the skills necessary to manage and market a practice in today’s ever changing and fast paced healthcare environment.

DNP 610 **Capstone Project Seminar 1**  
1 credit  
Overview of project planning will be highlighted including emphasis on project management, planning the project and developing a mission, vision, goals, and objectives for the project. Each student will contract with the GPDs to plan, initiate, and evaluate a research-based change in advanced practice nursing that is evidence-based and involves applied research.

DNP 611 **Capstone Project Seminar 2**  
1 credit  
Continued project planning will occur including emphasis on project management, producing a workable schedule, and project control and evaluation. Final planning of the DNP project will occur. Each student will finalize with GPDs and mentor his/her plan to structure a change project in advanced practice nursing that is evidence-based and involves applied research.

DNP 612 **Role Transformation**  
2 credits  
This symposium course explores role socialization, advancement of clinical and leadership abilities, new opportunities, and marketing the advanced practice role. Additional discussion will occur regarding how to organize care to address emerging clinical problems. Cost effectiveness for evaluating clinical initiatives will be focused.

DNP 613 **Healthcare Economics**  
2 credits  
The course will explore the principal ways US healthcare is structured and financed at the national, state, and local levels, and how policy affects the healthcare environment. Current and emerging issues and principles of business finance related to clinical care delivery will be analyzed using case studies and participative learning experiences. Implications for advanced practice leaders will be explored.

DNP 614 **Outcomes Management and Evaluation**  
2 credits  
This course outlines the impact the advanced practice nurse on healthcare delivery and fulfillment of care structures outcome measurements in the advanced practice setting in an evidence-based practice model. Topics include the history and evolution
of quality of care measurement and improvement and their influence on contemporary methods for assuring high quality care in the United States; approaches to and challenges of assessing patient outcomes, especially self-reported outcome; and use of outcome measurement frameworks, selection of outcome measures and use of outcome data in the clinical practice setting. Practice improvement, innovation and testing of interventions and care delivery models, and evaluation of healthcare outcomes are explored.

DNP 616 Directed Independent Study 2: Health Policy Residency 4 credits
This DIS provides the student an opportunity to develop competence in health policy. The student, in coordination with the GPDs, will select an area of local, national, or international focus and emphasis on building coalitions and working with a public or private organization to create policy-level changes for practice. The student will be given the opportunity to weigh the impact of organizational, professional, and governmental policies on practice and lead changes in the broader policy arena to improve practice. The DIS supplements the theory coursework and includes opportunities to synthesize prior learning while observing, testing, and evaluating the effect of health policy on evidence-based clinical practice. The DIS requires the selection of one or more approved advanced practice leader as a preceptor. Learning activities are agreed upon by the student, preceptor, and faculty to meet the objectives of the DIS.

DNP 797 Capstone Project 10 credits
Each doctoral student will be required to complete a capstone project that is evidence based and involves applied research. The project could include: (1) program needs assessment, (2) development and testing of an assessment instrument/protocol for clients, (3) implementation and evaluation of a new program; or evaluation of a major existing program. The evaluation may include financial, clinical, or educational components as appropriate to the project. The project will be developed under the supervision of the student’s DNP project committee. A formal DNP project report highlighting outcomes and evaluation will be submitted. It is expected that the students will produce a publishable product.

DNP 798 Capstone Oral Presentation 1 credit
Each student will share his/her completed capstone project in an oral presentation. The oral presentation must be completed within 6 months of capstone project complete or the student must enroll in additional capstone course credit. Policies and guidelines to follow.

Transitional Doctor of Physical Therapy and Transitional Doctor of Occupational Therapy

Core Courses

CC 507 Critical Inquiry 1 1 credit
This course will involve the study of descriptive statistics for the physical and occupational therapist. This course is designed to review basic and introduce advanced concepts, techniques, and technologies used in the scientific inquiry of applied clinical research. Topics to be investigated include measurement theory and the scientific method, the research process, experimental design, hypothesis construction and testing, rating scales, sampling, indices of validity and reliability, statistical analyses and critical evaluation of health professions research.

CC 510 Pharmacology 2 credits
Designed to increase the experienced occupational and physical therapist’s understanding of the latest concepts in drug pharmacology. The principles of both pharmacotherapeutic and pharmacokinetics of broad categories of drugs will be
emphasized. Special emphasis is placed on applying this knowledge to a spectrum of health professional practice.

**CC 527 Critical Inquiry 2 and Evidence-based Practice**  
1 credit  
The study of inferential statistics and evidence-based practice for the physical and occupational therapist. This course provides graduate level students with theoretical and applied research concepts and quantitative skills and knowledge to enable them to plan, understand, conduct, and evaluate clinical, biomedical, and other scientific research. Emphasis will be placed upon identification, selection, and interpretation of various experimental design procedures and methods used by healthcare professionals to explain and predict phenomena. Emphasis is placed on the principles of design and analysis so that scientific knowledge may be integrated with practice according to the respective practice acts. The course will provide the experienced therapist with the most current concepts for practicing healthcare according to the best available evidence for diagnosis and intervention. Additional emphasis is placed on the formation of a searchable research question, analysis and assessment of internal validity and efficient and effective literature searches. Case examples will be used to demonstrate the application of evidence based practice skills to actual patient situations.

**CC 533 Educational Theory Practice and Instructional Technology**  
1 credit  
This course will consist of both lecture and laboratory sessions to introduce the latest evidence for effective teaching strategies for children and adults with discussion of the role of the occupational and physical therapist as an educator. Includes instruction on appropriate delivery techniques and design of objectives for any instructional session. Provides the student with the indications, strengths, and mechanics of computer-mediated instructional and learning technologies such as PowerPoint and Excel in the development and delivery of multimedia presentations for private and public consumption. Includes the development and use of simple spreadsheets for managing data and making educational and business decisions.

**CC 562.3 Principles of Practice Development and Marketing**  
1 credit  
This course will serve as an introduction to principles of business development, marketing, & finance for a physical or occupational therapy-based practice. The major topics to be covered include strategic business planning and development, finance, and healthcare marketing. Instructional methods to be utilized will include pre-course self-study utilizing instructional technology, lecture review of pertinent material, and problem solving, small group activities, and student group presentations of material developed during class.

**CC 564 Occupational & Physical Therapy Intervention Practice**  
2 credits  
Students will receive a basic instructional primer and practical exercises covering the fundamentals of using evidence-based criteria to select interventions in clinical practice. Students will critically analyze the scientific evidence behind current practice patterns in physical and occupational therapy. After examining the literature, students will apply the best available evidence to make informed decisions on interventions. Clinical questions and areas of intervention addressed will be based on the student's own clinical experience and background.

**CC 637 Case Report Methodology**  
1 credit  
This course will serve as an introduction to Case Report and Case Series Methodologies for evidence-based practice. The critique of current case report literature and instruction on the preparation of case report manuscripts for publication will be emphasized.
Transitional Doctor of Occupational Therapy

**T-OTD 504.2  Advances in Occupational Therapy Practice  1 credit**
The Occupational Therapy Practice Framework: Domain and Process (AJOT, 2002) provides the basic structure for this course. Students will critically analyze the best evidence supporting the domain of occupational therapy, which includes six aspects: performance in areas of occupation, performance skills, performance patterns, context, activity demands, and client factors. Students will apply the framework to their own practice settings.

**T-OTD 505  Occupation-Centered Practice  2 credits**
Occupational science is the study of the meaning of human engagement in occupation. Students will examine the various subjective and objective components of occupation. Current concepts and research in occupational science will be reviewed. Occupation-based theories and frames of reference will be presented. Students will identify and analyze occupation-based assessment and intervention tools. Occupation will be used as the primary modality to design treatment interventions, across a range of practice settings and client profiles.

**T-OTD 506  Qualitative Research Course in Development  1 credit**
TBA

**T-OTD 509  Directed Independent Study  4 credits**
Upon successful completion of this course, the student will be able to review the literature and synthesize information through evidence-based learning to validate occupational therapy intervention with a client receiving care from the student. Additionally, the student will be able to synthesize information from a literature review that will provide evidence-based validity for at least three interventions used with this client by the student.

**T-OTD 529  Directed Independent Study  4 credits**
This course is designed to provide the student the opportunity to intensively explore an area of professional interest integrating the essential elements of evidence-based practice.

**T-OTD 545  Issues in Medical Ethics  1 credit**
Various aspects of ethical practice of healthcare will be addressed. A survey of ethical theories, models of ethical decision-making, and major contemporary healthcare issues and dilemmas facing the occupational therapist will be taught using actual case studies. Topics such as conflicts of interest, ethical communication, informed consent, autonomy and the right to refuse care, and justice and cost control will be included.

Transitional Doctor of Physical Therapy

**T-DPT 503  Foundational and Clinical Sciences  1 credit**
Students will be introduced to the foundational sciences related to normal and abnormal structure, function, and response to injury and disease to enhance physical therapy outcomes.

**T-DPT 505  Diagnostic Imaging  1 credit**
This course is designed to cover the fundamental principles of radiographic imaging procedures. Integrates the diagnostic utility of imaging procedures into clinical decision-making. Develops skills necessary to recognize common normal and abnormal radiographic findings in the spine and extremities.
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<tr>
<td>T-DPT 508</td>
<td>Directed Independent Study</td>
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<td>This course requires that each student select a current patient, then seek and critically review the best available evidence for the diagnosis and the intervention. By reviewing the most current and relevant professional literature, the diagnostic standard and the appropriate intervention to address identified Impairments are identified. A minimum of three forms of intervention are required for this project. A case report is developed from the evidence for the diagnosis and intervention in the format of an intended journal.</td>
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<td>T-DPT 513</td>
<td>Clinical Exercise Physiology</td>
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<td>This course will explore the effects of exercise on normal and abnormal neurological, muscular, articular, and skeletal tissues. Exercise is evaluated in terms of how it is associated with identified impairments and how it helps to improve patient function. The course will focus on exercise strategies to improve neuromuscular coordination, endurance, strength, power, and task activities. Class lectures and laboratory demonstrations are based on the evidence for effective and efficient exercise programs. The relationship of exercise in the normal and pathological state is also considered.</td>
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<tr>
<td>T-DPT 528</td>
<td>Directed Independent Study</td>
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<td>This course is designed to provide the student the opportunity to intensively explore an area of professional interest integrating the essential elements of evidence-based practice. Students may choose from 2 options: 1. A clinical case series using the best available evidence for the clinical diagnosis, intervention, and outcome documentation; 2. A state of the art evidence-based article on a pre-approved physical therapy topic using the format required for the targeted peer-reviewed journal.</td>
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<td>T-DPT 544</td>
<td>Differential Diagnosis</td>
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<td>This course will combine case based presentations and interactive discussion to demonstrate the use of clinical, behavioral, and basic sciences in the diagnostic process. Classroom activities will require students to plan the examination and subsequently integrate data from the examination to formulate a clinical judgment that leads to a diagnosis, prognosis, and interventional plan consistent with the best available evidence.</td>
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<tr>
<td>T-DPT 545</td>
<td>Issues in Medical Ethics</td>
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<td>In this course, various aspects of ethical practice of healthcare will be addressed. A survey of ethical theories, models of ethical decision-making, and major contemporary healthcare issues and dilemmas facing the physical therapist will be taught using actual case studies. Topics such as conflicts of interest, ethical communication, informed consent, autonomy and the right to refuse care, and justice and cost control will be included.</td>
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**Master of Science Program**

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<tr>
<td>MS 529</td>
<td>Interdisciplinary Practice Issues</td>
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<td>Analysis of a broad spectrum of practice issues and topics concerning healthcare professionals. Common and conflicting aspects of the interests of each of the specialties represented in the course will be openly discussed with the goal of greater cross specialty understanding. Legislative issues, career progression, documentation requirements, technological advances, and special ethical issues facing each specialty will be presented and discussed.</td>
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<td>MS 542</td>
<td>Educational Theory and Practice</td>
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<td>Provides the experienced healthcare professional with the latest evidence for effective teaching strategies and learning styles for a diverse population from children</td>
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to adults (both young and old) engaged in a range of avocations and vocations (athletics to academics). Includes active discussion on the evolving role of the healthcare professional as an educator.

**MS 604 Case Reports**  
1 credit  
Provides the health professional with the theory and methodology of case report research. Provides insight as to where case reports fit into the evidence hierarchy for practice decision-making. Covers the details of case study to include how to select a patient or client, proper methodology, documentation format, and presentation style so that the student may independently write a case report. The student will also be exposed to effective methods of how to publish a case study report or presentation. Students interested in conducting qualitative research may take the MS 638, Survey of Qualitative Research (see elective section).

**MS 605 Diagnostic Imaging**  
1 credit  
Students will be taught the basic principles of diagnostic imaging that are pertinent to practice and will include familiarization of MRI scans, CT scans and plain film studies of the spine and extremities. Students will be exposed to normal and abnormal radiographic findings in the spine and extremities, cinema radiography, functional radiographs, and computer tomography (CT) as these methods relate to physical findings of the client.

**MS 607 Critical Inquiry 1**  
1 credit  
The study of descriptive statistics for the healthcare professional. This course is designed to review basic and introduce advanced concepts, techniques, and technologies used in the scientific inquiry of applied clinical research. Topics to be investigated include measurement theory and the scientific method, the research process, experimental design, hypothesis construction and testing, rating scales, sampling, indices of validity and reliability, statistical analyses and critical evaluation of health professions research.

**MS 608 Directed Independent Study**  
4 credits  
The three directed independent study (DIS) projects will result in a publishable case study or other approved format (including qualitative format) concerning a condition (clinical problem/injury) and intervention based on the best available evidence. In DIS 1 each student will select a condition that is typically seen in his or her specialty area. The student will then review the literature to determine the best evaluative tests for that particular condition. Students will also review the literature to determine an outcome instrument that has been shown to be valid, reliable, and responsive to changes due to interventions made in their specialty. Written summaries will be prepared by each student providing the evidence for the best evaluative tests for the selected condition along with the outcome instrument. A bibliography will be included in the format of the target journal.

**MS 611 Nutrition**  
1 credit  
Provides health science clinicians with a basic understanding of the role nutrients play in metabolism, energy systems, and performance as well as in illness, injury and wound healing. Special emphasis will be placed on evidence-based practice for nutritional intervention. Students are expected to have a basic knowledge of macro and micronutrients and biochemistry.

**MS 613.2 Clinical Exercise Physiology**  
1 credit  
Explores the effects of exercise on normal and abnormal neurological, muscular, articular, and skeletal tissues. Exercise is evaluated in terms of how it addresses impairments and improves patient function. Focus is on exercise strategies to improve neuromuscular coordination, endurance, vascularity, strength, power, and task activities. Includes assessment and diagnostic skill development according to evidenced based strategies. Class lectures and laboratory demonstrations are based
on the evidence for effective and efficient exercise programs. The relationship of exercise in the normal and pathological state is considered.

**MS 614 Complementary and Alternative Medicine (CAM) 1 credit**
Provides the experienced healthcare professional with the latest complementary and alternative approaches to healthcare including biofeedback, massage, Rolfing, nutrition and nutritional supplements. Students will be given opportunities to explore CAM both broadly and specific to their own particular specialty. Students will review the literature and report on the evidence concerning one of the discussed alternative approaches. In keeping with the theme of evidence-based practice, some approaches may have evidence for their use, while others may not. Some alternative approaches may have less well-defined parameters. Combines lecture with practical opportunities to learn and apply new skills and information.

**MS 627 Critical Inquiry 2 1 credit**
The primary objective of this course is to provide graduate students with theoretical and applied research concepts and quantitative skills and knowledge to enable them to plan, understand, conduct, and evaluate clinical, biomedical and other scientific research. Emphasis will be placed upon identification, selection, and interpretation of various experimental design procedures and methods used by healthcare providers, managers and researchers to explain and predict phenomena. The goal of the course is to improve students’ ability to understand the principles of design and analysis so they may integrate scientific knowledge with practice. An effective practitioner must be able to interpret relevant research reports and make informed judgments and valid clinical decisions about incorporating new findings into the patient care setting.

**MS 628 Directed Independent Study 4 credits**
Students will build upon the work that they did in DIS 1 by reviewing the literature for the best available evidence of an effective intervention within their specialty for the condition that they have now determined the diagnostic criteria. A client, athlete, or patient is then selected with the chosen condition according to the diagnostic criteria. The usual treatment process is initiated including the intervention consistent with the best available evidence for benefit. For the written requirements of DIS 2, each student will prepare a rough draft (including references) of this case study (or other approved format) according to the appropriate guidelines of their specialty and in the format of the journal to which they intend to submit the effort for publication. The rough draft will be submitted to two classmates for peer review and feedback.

**MS 630 Effective Presentation Skills 1 1 credit**
This course provides the student with extensive practical communication experience including how to give oral presentations, written work, and working in collaboration with colleagues. This course requires the student to develop effective methods of presentations using computer generated slides such as PowerPoint.

**MS 631 Pharmacology 2 credits**
Designed to increase the experienced healthcare professionals understanding of the latest concepts in drug pharmacology. The principles of both pharmacotherapeutic and pharmacokinetics of broad categories of drugs will be emphasized. Special emphasis is placed on applying this knowledge to a spectrum of practice settings, including common medical conditions found in working with the athletic sector. The course will stress the mechanism of action and develop the practitioner’s ability to predict side effects of common prescription and over the counter medications and supplements. It will also engage methods of advisement and counseling of clients on potential side effects, duration of action and drug interactions.
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<td>MS 634</td>
<td>Leadership for the Health Professional</td>
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<td>A progressive and dynamic course taught by the</td>
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<td>professional facilitators from the Franklin</td>
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<td>Covey Leadership Institute. Course content is</td>
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<td>based on the most current strategies and</td>
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<td>principles for effective leadership.</td>
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<td>Facilitates broad application of leadership</td>
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<td></td>
<td>skills to a variety of healthcare settings.</td>
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<tr>
<td>MS 635</td>
<td>Health Systems 1</td>
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<td></td>
<td>Study of the history of the healthcare system</td>
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<td></td>
<td>within the United States.</td>
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<td>Explores the influence of the healthcare system</td>
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<td>at all levels of health professional practice.</td>
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<td>Analyzes the legal basis for practice acts,</td>
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<td>insurance law, and regulations on practice</td>
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<td>parameters to assess ethical and legal</td>
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<td></td>
<td>implications.</td>
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<td>MS 639</td>
<td>Effective Presentation Skills 2</td>
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<td></td>
<td>Provides the opportunity to learn the evidence</td>
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<td>for diagnosis and treatment while refining</td>
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<td>presentation skills through case study</td>
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<td></td>
<td>presentations and peer coaching.</td>
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<td>Each student will present his/her case studies</td>
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<td>from the directed independent study in a</td>
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<td>computer-generated format. Peers are given</td>
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<td>the opportunity to provide feedback and coach</td>
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<td>the presenters.</td>
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<td>MS 641</td>
<td>Nutrition in Health and Disease</td>
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<td></td>
<td>Provides in depth study of the role of</td>
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<td>nutrition as a therapeutic intervention</td>
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<td>throughout the lifecycle in health and disease.</td>
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<td>Healthcare professionals will consider the</td>
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<td>major disease categories afflicting</td>
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<td>populations throughout the lifecycle and</td>
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<td></td>
<td>learn how to apply nutritional therapies</td>
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<td>appropriate for each age group and condition.</td>
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<td>In addition, these professionals will learn</td>
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<td>how to work within a multidisciplinary</td>
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<td>healthcare team, with an understanding for the</td>
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<td>role delineation for each member of the</td>
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<td>healthcare team.</td>
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<td>MS 645</td>
<td>Medical Ethics and Diversity</td>
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<td>Ethical analysis applied to the practice of</td>
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<td>healthcare professionals in various settings.</td>
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<td>Theoretical concepts and case analysis will be</td>
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<td>applied to ethical issues including</td>
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<td>intervention, reimbursement, and conduct.</td>
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<td>MS 648</td>
<td>Directed Independent Study</td>
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<td>Incorporating the feedback from the peer</td>
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<td>assessment the case study is rewritten into</td>
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<td>final format for submission to the professional</td>
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<td>journal of choice.</td>
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<td>Each student will also prepare a formal</td>
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<td>presentation of the case study including the</td>
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<td>evidence for the diagnosis, intervention, and</td>
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<td>outcome instrument.</td>
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<td>MS 650</td>
<td>Evidence-Based Practice</td>
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<td>This course is designed to prepare</td>
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<td>healthcare professionals with the knowledge,</td>
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<td>skills and abilities necessary to implement</td>
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<td>evidence-based practice in their careers.</td>
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<td>This course will focus on the concepts of</td>
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<td>evidence-based practice with emphasis on</td>
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<td>forming answerable questions and effective</td>
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<td>literature search strategies. The evaluative</td>
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<td>approach to appraising the research literature</td>
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<td>will prepare the students to judge the</td>
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<td>evidence on: 1) the accuracy and validity of</td>
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<td>tests and measures and their application in</td>
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<td>the care of a specific clients; 2) the</td>
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<td>effectiveness of interventions; 3) the</td>
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<td>natural history of medical conditions; and 4)</td>
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<td>the risk of harm from select preventative and</td>
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<td>therapeutic interventions. Based on</td>
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<td>presentation of case scenarios, students will</td>
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<td>be required to formulate the key question(s),</td>
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<td>rapidly search the medical databases,</td>
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<td>appraise the evidence and describe the</td>
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<td>application of the evidence within the context</td>
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<td>of the scenario.</td>
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<td>MS 655</td>
<td>Health Systems 2</td>
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<td></td>
<td>Study of the history and exploration of the</td>
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<td>development of private practice in the</td>
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<td>healthcare professions. Students will explore</td>
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<td>the legal, insurance, regulatory and ethical</td>
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<td>issues that influence the development of a</td>
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<td>private practice clinic. Also to be</td>
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discussed are the professional practice and scope of practice issues that develop as a result of being a single practice practitioner.

**MS 699**  
**Thesis**  
6 credits

Students may elect to complete a capstone thesis project under the guidance of the Graduate Program Director and specifically related to the student's professional and academic goals.

**MS 602.2**  
**Advanced Physical and Nutrition Assessment**  
2 credits (Elective)

Provides the experienced clinician with practical experiences in assessment. The practitioner will learn both advanced physical assessment skills as well as learn techniques in nutritional assessment. Emphasis will be placed on utilizing assessment outcomes to provide enhanced skills in developing therapeutic client planning for the “whole” patient (mentally, physically, socially and nutritionally).

**MS 622**  
**Advanced Nutrition for Special Populations**  
1 credit (Elective)

The special populations in health and in sports course require nutritional considerations beyond the average population. In this course, the student will gain a greater appreciation for the nutritional needs and concerns of a variety of special populations often encountered by the healthcare professional. These can include but will not be limited to the: female athlete, adolescent athlete, aging athlete and the disabled athlete, cultural and ethnic athletics, etc. Issues and evidence for nutritional needs and counseling specific to training and competition, medical care and counseling in these populations will be covered.

**MS 638**  
**Comprehensive Health Assessment**  
2 credits (Elective)

Provides the healthcare professional with advanced health assessment skills including the comprehensive history, physical and psychological assessment of signs and symptoms, and pathologic changes. Integrates the latest health assessment tests and measures and laboratory tests used to design treatment plans. This course will include analyses of and assessment procedures for common athletic orthopedic conditions of the upper and lower extremity. It will emphasize the appropriate teaching strategies for the instruction of assessment procedures, and will cover the design and development of “written-simulation” questions as they apply to teaching of assessment procedures.

**MS 643**  
**Critical Inquiry 3**  
1 credit (Elective)

The conduct of scientific inquiry requires careful planning and forethought to assure the eventual implementation of a study which will successfully result in interpretable and meaningful measurements and which will produce valid conclusions. This course will provide students with the necessary background and experience to formulate a clearly delineated, hypothesis-driven research proposal that can be used to convince research committees to support the study. In addition, this course will provide key information about the Institutional Review Board process so that the student will be able to assure a safe and ethical environment for their volunteer subjects (as appropriate. Students selecting the thesis option are required to take this elective (thus is not really an elective for these students).

**MS 649**  
**Survey of Qualitative Research**  
1 credit (Elective)

This course introduces the student to the major approaches used in conducting qualitative research and the application of these methods to problems and phenomena in healthcare. Importance is placed on the appropriate use of qualitative methods and differences across qualitative approaches.