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The Accreditation Review Committee on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Provisional status to the Rocky Mountain University of Health Professions Physician Assistant Program sponsored by Rocky Mountain University of Health Professions. Address: 12000 Findley Road, Suite 150, Johns Creek, GA, 30097, email: arc-pa@arc-pa.org; Website: http://www.arc-pa.org/.

RMUoHP reserves the right to change, without notice, 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.
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Mission, Vision, Core Themes and Values

Mission Statement

The mission of Rocky Mountain University of Health Professions is to educate current and future healthcare professionals for outcomes-oriented, evidence-based practice. The University demonstrates mission fulfillment through the quality of its education and success of its students in academic programs that develop leaders skilled in clinical inquiry and prepared to effect healthcare change.

Vision Statement

The vision of Rocky Mountain University of Health Professions is to advance the quality, delivery and efficacy of healthcare.

Core Themes

1. Developing Evidence-Based Practitioners
2. Elevating Clinical Inquiry Proficiency
3. Ensuring Educational Quality
4. Nurturing Student Success

Core Values

- **Clinical Inquiry** - The University advocates clinical inquiry that challenges practice standards, expands evidence-based practice, increases clinical research, develops healthcare change agents, and encourages experiential learning.

- **Student-Centeredness** - The University provides a student-centered environment through relevant and participatory courses and a supportive University community.

- **Integrity** - The University demonstrates integrity in its interactions with all its constituents.

- **Diversity** - The University cultivates diversity through academic freedom, varied educational experiences, and broad recruitment of students and faculty.

- **Leadership** - The University fosters skills essential to leadership roles in healthcare, academia, research, and the community.

- **Sustainability** - The University operates with respect for the natural environment.

- **Viability** - The University generates and manages its resources in a manner that will ensure the long-term success and operation of the institution.

- **Service** - The University promotes service to community, healthcare, and education.
University Registration and Accreditation


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As they occur, updates regarding RMUoHP’s accreditation statuses are posted to the University’s website.
Governance and Administration

Governing Officers

The University is administrated by officers who include the President, Chief Operation Officer, Executive Vice President of Academic Affairs & Provost, Executive Vice President of Institutional Effectiveness and Strategic Initiatives, Vice President of Enrollment Management, Vice President of Finance, Vice President of Institutional Effectiveness & Community Engagement, Associate Vice President of Academic Affairs, Associate Vice Provost of Faculty Development and Curriculum Innovation, and by various other officers and committees. The Board of Trustees (BoT) guides, advises, and oversees the University relative to fulfilling its mission. The Executive Vice President of Academic Affairs & Provost, Program Directors (PDs), and faculty design and coordinate the various academic programs.

Administrators and Officers

- **President** – Richard P. Nielsen, PT, DHSc, ECS
- **Chief Operation Officer** – Michael Skurja, Jr., PT, DPT, ECS
- **Executive Vice President of Academic Affairs & Provost** – Hani S. Ghazi-Birry, MS, OD, MD, PhD, OCS
- **Executive Vice President of Institutional Effectiveness and Strategic Initiatives** – Sandra L. Pennington, PhD, RN
- **Vice President of Enrollment Management, Director of Student Services** – Erin Nosel, OD, MS, FAAO
- **Vice President of Finance** – Jeffrey B. Bate, MBA
- **Vice President of Institutional Effectiveness & Community Engagement** – Jessica D. Egbert, PhD
- **Associate Vice President of Academic Affairs** – Mark J. Horacek PT, MS, Ph.D.
- **Associate Vice Provost of Faculty Development and Curriculum Innovation** – Malissa Martin, EdD, ATC
- **Director of Academic Administration** – Richard Peterson, MBA
- **Director of Admissions** – Bryce Greenberg, MBA
- **Director of Instructional Technology** – Jan Reese, MS-ITLS
- **Associate Medical Librarian** – Karen Newmeyer, JD, MLS

Board of Trustees

- **Chair** – Roger W. Hite, PhD
- **Vice Chair** – Bruce “Nick” Burnett, DNP, MSN, FNP-BC, ARNP, FAANP
- **Treasurer** – Keith Fevurly, MBA, JD, LLM, CFP
- **Secretary** – Mary K. Jaco, RN, MSN, NEA-BC
- Janet Dufek, PhD
- Ryan Helon, MBA
- J. Philip Knight-Sheen
- Richard P. Nielsen, PT, DHSc, ECS
- Louis R. Osternig, PhD, ATC
- Michael Skurja, Jr., PT, DPT, ECS
- Rogan Taylor, PT, DPT
- David Williams
Program Directors

Doctor of Clinical Science in Speech-Language Pathology
- Kenneth O. Simpson, PhD, CCC-SLP

Doctor of Nursing Practice (DNP)
- Stephanie J. Richardson, PhD, RN

Doctor of Occupational Therapy (OTD)
- Loriann Helgeson, OTD, OTR/L
- Melissa Sweetman, OTD, OTR/L

Doctor of Physical Therapy – Entry Level (DPT)
- J. Wesley McWhorter, PT, PhD (Program Director)
- Steven G. Wilkinson, PT, PhD (Associate Program Director)
- Joel Tenbrink, PT, PhD, ATC (Assistant Program Director)

Doctor of Physical Therapy – Transitional, Pediatric Science (tDPT-Peds)
- Jane K. Sweeney, PT, PhD, PCS, FAPTA

Doctor of Science in Health Science
- Malissa Martin, EdD, ATC/L

Master of Physician Assistant Studies
- David Payne, PA-C

Master of Science in Health Science
- Ethan M. Kreiswirth, PhD, ATC

Elective and Concentration Track Directors

DSc Concentration Track Directors
- Athletic Training – Malissa Martin, EdD, ATC/L (PD and CTD)
- Clinical Electrophysiology – Arthur Nitz, PT, PhD
- Health Promotion & Wellness – Andrea White Gorman, PhD, RD, LPC
- Human Sports and Performance – Mike Miller PhD, EdD, ATC, CSCS

OTD Elective Track Directors
- Administration & Practice Management – Melissa Sweetman, OTD, OTR/L
- Aging – Kitsum Li, OTD, OTR/L
- Education – Victoria Priganc, PhD, OTR, CHT, CLT
- Hand Therapy – Tambra Marik, OTD, OTR/L, CHT
- Pediatric Science – Susan Zapf, PhD, OTR, BCP, ATP
- Work and Health - Sonia Paquette, OTD, OTR/L, CPE, ABVE-D
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. Each staff member, administrator, program director (PD), elective track director (ETD) and concentration track director (CTD) 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 (i.e., John Doe would be jdoe@rmuohp.edu). The following general email addresses are also useful:

- Admissions – admissions@rmuohp.edu
- Alumni Board – alumniboard@rmuohp.edu
- Development – development@rmuohp.edu
- Finance Office – financeoffice@rmuohp.edu
- Financial Aid – financialaid@rmuohp.edu
- General Inquiries – info@rmuohp.edu and office@rmuohp.edu
- Graduate Student Council – gsc@rmuohp.edu
- Institutional Effectiveness – ie@rmuohp.edu
- Institutional Review Board – irb@rmuohp.edu
- Library Services – library@rmuohp.edu
- Marketing – marketing@rmuohop.edu
- Public Relations – pr@rmuohp.edu
- Registrar – registrar@rmuohp.edu
- RMUoHP Foundation – foundation@rmuohp.edu
- Student Services – studentservices@rmuohp.edu
- Vice Provost/Academic Dean – academicdean@rmuohp.edu
- WebStudy – webstudy@rmuohp.edu (at RMUoHP), or after hours support@webstudy.com (at WebStudy)

Executive Vice President of Academic Affairs & Provost

The Executive Vice President of Academic Affairs & Provost (EVPAA/Provost) is the chief academic officer of the University and provides leadership for all academic departments and academic programs. The EVPAA/Provost assumes central roles in faculty recruitment, evaluation, and continuing professional development. This person works closely with other members of the University's senior administration on budgetary, academic, strategic planning, educational policy issues, accreditation actions, and assessment and continuous improvement efforts. The EVPAA/Provost is responsible for the effective, ethical, and efficient operation of academic activities within the policies, directions, and plans of the University. The EVPAA/Provost oversees all PDs and academic programs.

Associate Vice Provost of Faculty Development and Curriculum Innovation

The Associate Vice Provost of Faculty Development and Curriculum Innovation assumes a central role in faculty development and evaluation, and works closely with other members of the University's senior administration on academic and educational policy issues, assessment and continuous improvement activities, and outcomes measurement.

Program Directors (PDs)

PDs have been selected from the pool of nationally recognized faculty 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 and to identify additional faculty to teach
across the scope of their disciplines, and their ability to mentor health science students. The primary responsibilities of the PD include curriculum development, admissions review, coordination of faculty, instructional supervision, testing and evaluation, assistance in coordination of the practicum, capstone, and scholarly project or dissertation, assuring the academic integrity of the standards of RMUoHP, providing academic counseling, advising, guidance, and mentoring to students during all phases of the academic program, program assessment, and participating in University governance activities.

Post-professional OTD Elective Track Directors

Each elective track concentration in the post-professional OTD program is managed by an elective track director. The elective track director is selected based on national recognition for his or her expertise in the specialty area and for his or her ability to educate and mentor the post-professional student in the knowledge and skills of the specialization. The elective track directors share leadership responsibilities of the degree with the OTD PDs, who assure compliance and standardization of core class requirements and composition and grading of the directed independent study and/or capstone project. The PDs for the OTD program have oversight for the degree requirements, curriculum, and the recruitment and mentoring of students in the respective post-professional program and work in tandem with the elective track directors.

Faculty Members

Faculty members are comprised of PDs, full-time, part-time, affiliated, adjunct, and clinical faculty. The University faculty members are actively engaged in research and clinical practice, and possess academic knowledge that meets the highest standards of academic scholarship and professional practice in the health sciences. The faculty members 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 experiences at RMUoHP.

University Council (UC)

The University Council (UC) is comprised of all faculty members, Program Directors (PDs), the Vice President of University Research, Director of Student Research, The Chair of the Institutional Review Board, Associate Vice Provost of Faculty Development and Curriculum Innovation, Director of Instructional Technology, EVPAA/Provost, Medical Librarian, and the Registrar. The UC 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). The EVPAA/Provost chairs the UC.

Academic Leadership Council (ALC)

The ALC consists of all Program Directors, the Vice President of University Research, Medical Librarian, Registrar, Associate Vice Provost of Faculty Development and Curriculum Innovation, and the EVPAA/Provost. The ALC meets monthly to address matters of academic interest to the University. The EVPAA/Provost chairs the ALC. Faculty may discuss and vote on all matters specifically related to the school as well as matters related to overall University business. A total of 50% of governing body constitute a quorum for voting purposes. Several committees exist under the guidance of the ALC:

- **Admissions Review Committee (ARC)** - The purpose of the Admissions Review Committee is to ensure consistent, non-discriminatory, equitable practices in admissions across programs. The ARC develops and maintains current procedures for admissions that are supported by the administration and voted into acceptance by the ALC. The PD, the EVPAA/Provost, and any program-specific admissions committee will evaluate the records of routine applications. Applications requiring further evaluation and review will be sent to the ARC, which is comprised of at least three members who broadly represent the various programs and degrees, and departments across the University. For example, occasionally a student may not meet the minimum requirements for admission but is deemed worthy of consideration for admittance by the PD or program-specific admissions committee. In this circumstance, the director of admissions
requests that the ARC 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 ARC is binding.

- **Assessment Committee** - The Assessment Committee works to promote an integrated culture of assessment within the University’s degree programs and consistent with the University mission, core values, and comprehensive strategic plan. The committee is charged with identifying best assessment practices for student learning, reviewing degree program assessment processes, and coordinating assessment feedback and assistance to programs. The committee consists of at least three PDs and/or faculty members, a member of the Board of Trustees Academic Affairs Committee, a student member, and the Associate Vice Provost of Faculty Development and Curriculum Innovation. The Associate Vice Provost of Faculty Development and Curriculum Innovation chairs the Assessment Committee. The Vice President of Institutional Effectiveness & Community Engagement is also an ex officio member of this committee.

- **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 EVPAA/Provost. This committee is composed of at least two PDs and/or faculty members.

- **Committee on Inclusiveness** - The Committee on Inclusiveness provides advice and recommendations to the University on strategies and procedures for creating an inclusive environment for all students, faculty, and staff. The committee serves in an advisory capacity regarding the diversity of the faculty, staff, and students. The committee advises the University on accommodation requests or concerns from faculty or students with unique challenges. As a member of the committee, the ADA officer is responsible for oversight of implementing federal and state laws and regulations governing equal access/opportunity. Besides the ADA officer, the committee consists of at least two PDs and/or faculty members, a student member, a staff member, and other appointed administrative officers.

- **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 at least two faculty or PDs, one student member, the VP of University Research, the Medical Librarian, and the EVPAA/Provost. The Registrar serves as an ex officio member of this committee.

- **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 EVPAA/Provost. 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 is composed of at least three faculty or PDs and a student member.

- **Library Committee** - This Committee is responsible for oversight of the library functions, goals, and resources. It advises the EVPAA/Provost regarding needed resources, library statistics, and budgetary planning. The Committee is chaired by the Medical Librarian and includes at least two PDs and/or faculty members, one student member, and the EVPAA/Provost.

**Institutional Review Board**

The University’s Institutional Review Board (IRB) is composed of at least five members, including scientific members, a non-scientist, and a community member. The IRB functions to: 1) determine and certify that all research projects approved by the IRB 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 and Councils**

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

**Alumni Board**

The Alumni Board is responsible for representing alumni interests to the University administration and recommends courses of action to enhance positive ties between and among the University and its graduates.

**Graduate Student Council (GSC)**

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 current students and includes representatives from across RMUoHP degree programs. GSC representatives may be appointed, volunteer, or be voted by peers to serve as members of the GSC. The GSC includes the Director of Student Services as the University representative.
General University Information Services

University Web Access

The University maintains an Internet presence at http://www.rmuohp.edu. Current information about the campus, curricula, faculty, news, accreditation, and other helpful resources are provided on the website. The University’s learning management system, WebStudy, is available at http://rmuohp.webstudy.com. The Student Portal is located at https://rmuohpselfservice.topschoollive.com.

Learning Resource Center and e-Bookstore

The University provides students, faculty and staff with access to a collection of medical, nursing, and allied health information and reference material, print and electronic journals, and course-required texts chosen specifically to support the programs offered at RMUoHP. The Library circulates texts but requests a one day return. The Learning Resource Center also provides equipment for copying and printing, study carrels and private spaces and offices for students and faculty.

The Learning Resource Center is staffed by a medical librarian, assistant medical librarian and a library assistant, whom all faculty, staff, and students may contact for assistance. If you can’t locate an article online be sure to contact the librarians for support. This facility is open during normal business hours. The library staff may be reached at library@rmuohp.edu. Articles may be requested via articlerequests@rmuohp.edu.

The primary resources are through PubMed (http://www.pubmed.com), a range of OVID databases (http://ovidsp.ovid.com) and EBSCO databases (http://search.ebscohost.com). Students and faculty are trained to use these resources and are encouraged to seek assistance for any information needs.

Both OVID and EBSCO are online services which provide access to multiple databases at once. They are accessible to students and faculty through the RMUoHP website http://lrc.rmuohp.edu/articles/

Combined these resources include databases with over 7,000 journal titles, many of which are full text.

EBSCO offers access to the allied health databases of CINAHL Complete (Cumulative Index to Nursing and Allied Health Literature) and SPORTDiscus. CINAHL provides full text for more than 750 journals; SPORTDiscus is the most comprehensive source of full text articles for sports & sports medicine journals, providing more than 440 journals with coverage back to 1985.

In 2014 RMUoHP also purchased access to the EBSCO Discovery Service which allows one stop searching through all databases available at the University.

OVID offers access to Health and Psychosocial Instruments, the entire range of the Cochrane Databases and all EBM Reviews and OVID Medline

Materials are provided to students and faculty during the University orientation to facilitate use of the National Library of Medicine’s databases including MEDLINE and article retrieval processes.

The Library offers DynaMed Plus and AccessMedicine to Physician Assistant and DNP/FNP students and faculty. DynaMed Plus provides clinicians with the ideal blend of evidence and expertise to help them determine optimal patient care paths. This resource’s content is frequently updated, is supplemented with full color images, and is optimized for the way a physician works and provides the quickest time-to-answer. Additionally, DynaMed Plus is the only clinical decision support tool to give users thorough and transparent insights into the strength of the evidence-based data for how recommendations are made.
AccessMedicine is a comprehensive online medical resource that provides a complete spectrum of knowledge with essential information accessible anywhere. It provides medical students with a variety of resources needed to excel in basic science studies and clerkships; helps residents, nurse practitioners, and physician assistants with instant access to videos, self-assessment, and leading medical textbooks that facilitate decision-making at the point-of-care; enables faculty to create, track, and report their students’ progress through a curriculum tool that eases workflow; and allows practicing physicians to brush up on their medical knowledge to ensure the best patient outcome.

RMUoHP students are provided library privileges for the duration of their formal enrollment with the University. Alumni may continue to access the OVID database by paying a $250.00 annual fee.

All students are required to have laptop computers and the University provides wireless Internet connectivity on campus. While printing and copying services are available, students and faculty are encouraged to consider electronic document sharing to support the University’s sustainability efforts.

Interlibrary Loans (ILLS)

If articles are not available in full text format, the Learning Resource Center provides interlibrary loan services (ILL). Requests may be addressed to articlerequests@rmuohp.edu or may be made through LoansomeDoc.gov. Providing the unique identifier number from the citation – NLM UID or PMID, if available – is required in addition to the author, title, source information. Turnaround time for receiving articles varies from two to seven days depending on the ordering situation.

All students and faculty are obliged to use both MyNCBI and Loansome Doc. Training and workshops are readily available.

Literature Search Instruction

The librarian presents blended and hands-on workshops on bibliographic database searching. These lectures are tailored to the specialty being studied and can be presented in varying time segments. In addition, the completion of a tutorial on library services and searching skills (RMU 101) is required of all new students and is located in Web Study under each cohort. Students and faculty are expected to contact the medical librarian for assistance.

Input and response from faculty and students is strongly encouraged and warmly accepted for any service or collection improvements. Please make suggestions on what would be helpful as well as recommendations for journal and book purchases.

RMUoHP Bookstore

RMUoHP’s students purchase textbooks and software at the vendor of their choosing. For convenience, RMUoHP has contracted with an external vendor to provide an online bookstore. The bookstore is located at http://www.rmuohpbooks.com and provides required and recommended book listings by course, cohort and semester.

For additional information, visit: http://lrc.rmuohp.edu.

Parking and Public Transportation

Parking facilities are provided at the University for students, faculty, staff, and administration at no charge for automobiles, motorcycles, and bicycles.

Parking passes are to be visible in vehicles at all times while parked in the designated RMUoHP parking areas. Temporary parking passes are available at the receptionist desk.
The campus is conveniently located near a major freeway (I-15) and is accessible by public transportation. The Utah Transit Authority (UTA) provides bus and rail service to the area. The FrontRunner commuter rail line provides transportation from the Salt Lake City airport to the Provo area. Schedules may be obtained by calling 888.RIDE.UTA or by visiting the UTA website at http://www.rideuta.com. Student bus and rail passes are also available for purchase at https://www.rideuta.com/studentpass/index.aspx and obtained from Student Services (studentservices@rmuohp.edu, 801.375.5125).

Additionally, free local transportation may be available from hotels in which post-professional students stay during their on-campus modules. Students should confirm shuttle availability with their hotel.

**Housing**

A variety of housing options are available to RMUoHP students within Provo and the surrounding area. All housing is off-campus and generally includes apartments or houses for residential students and discounted hotels for non-residential, post-professional students. The University does not own, operate, or maintain housing facilities for students and students are permitted to stay in a facility of their choosing. Students are encouraged to obtain housing that is convenient, clean, and safe.

Housing resources, including links to potential housing websites and the University’s discounted hotels, are available from the [Student Services page](http://www.rideuta.com/studentpass/index.aspx) of the University website for both residential and post-professional students. This information is provided to students upon admission. Additionally, all students are encouraged to maximize Internet tools to locate housing.

For assistance on housing-related questions, students may contact Student Services at studentservices@rmuohp.edu or 801.375.5125.

**Identification Cards**

During the first semester of the degree program, RMUoHP provides each student with a student identification card and lanyard. The ID card is nontransferable, and any student who allows another person to use his or her ID card is subject to disciplinary action. The University requires students to visibly display (on the upper body) a student identification card when on campus.

A student who loses his or her identification card must immediately report to the Campus Operations Manager to order a new identification card. Students may obtain a temporary identification card from the front desk while the new identification card is processed or if a student forgets his or her identification card. No student may use a temporary identification badge for longer than required to receive the new identification card.

A student is subject to a $10 identification card replacement fee and $3 RMUoHP lanyard fee. Students are not required to use RMUoHP lanyards or clips so long as the identification card is properly displayed on the upper body. Replacement identification cards, lanyards, and clips are obtained through the front desk.

To report a lost or stolen identification card and request replacement, contact the Campus Operations manager at 801.734.6828 or pboothe@rmuohp.edu.

**Campus Safety**

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act mandates that all Title IV institutions prepare, publish and distribute an annual campus safety and crime report that includes all campus grounds and buildings, public property adjacent to campus, and non-campus buildings owned or controlled by the University that is used for educational purposes. This report is published and distributed prior to October 1 of the following calendar year. The data in this report have been obtained in cooperation with the Provo Police Department. Information regarding the official state of Utah sex offender registry can be found at www.corrections.utah.gov.
The University tracks and reports crime and arrest statistics as required by the Crime Awareness and Campus Security Act of 2000. The current Campus Safety and Crime Report is available on the University Website.

**Table 1. Campus Security and Crime Statistics**

<table>
<thead>
<tr>
<th>Crimes</th>
<th>All Crimes Reported</th>
<th>Campus Totals</th>
<th>Non-University Bldgs.</th>
<th>Public Property</th>
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</thead>
<tbody>
<tr>
<td>Offense Type</td>
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<td>Total</td>
<td>Total</td>
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<tr>
<td>Murder/Non-Negligent Manslaughter</td>
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<tr>
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<tr>
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</tr>
<tr>
<td>Sex Offenses - Non-forcible</td>
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<tr>
<td>Robbery</td>
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<tr>
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<tr>
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<tr>
<td>Motor Vehicle Theft</td>
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<td>Arson</td>
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<table>
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<th>Campus Totals</th>
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<tr>
<td>Drug Law Violations</td>
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<tr>
<td>Liquor Law Violations</td>
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<table>
<thead>
<tr>
<th>Non-Arrest Disciplinary Actions</th>
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<tbody>
<tr>
<td>Offense Type</td>
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<td>Illegal Weapons Possessions</td>
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<tr>
<td>Liquor Law Violations</td>
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</tr>
</tbody>
</table>
Police and Security Services

RMUoHP does not employ University police services and relies upon the Provo Police Department for police and security-related issues. Also available is the East Bay Technology Park security. They can be reached at 801-372-2755, M-F from 6pm-7am and 24 hours/day on Saturdays and Sundays. Student identification badges are issued through the University; all students, faculty members, employees, and visitors must display appropriate identification when on campus. Many RMUoHP employees are CPR-certified and trained in several fields of healthcare; automated external defibrillators and first aid kits are also available on campus.

Campus Firearms Policy

In accordance with Title 53, Chapter 5 Part 7 of the Utah Code, students are prohibited from bringing loaded firearms onto University premises. Possession, use or sale of weapons, firearms or explosives on work premises, while operating RMUoHP machinery, equipment or vehicles for work-related purposes or while engaged in RMUoHP business off premises is forbidden. This policy applies to all students, faculty members, and employees, including but not limited to, those who have a valid permit to carry a firearm. This policy does
not apply to firearms stored in the student’s or employee's locked motor vehicle. Violations of this policy will result in disciplinary action, up to and including dismissal.

**Student Responsibility**

As members of the RMUoHP community, students and employees should adhere to appropriate safety measures by being aware of personal conduct that could impact their safety and wellness. Students and employees should lock their doors, travel in groups whenever possible, secure valuables, and make educated decisions regarding participation in activities.

**Reporting Crimes and Medical Emergencies**

In the case of emergency, students, faculty and staff should dial 911 and report the emergency. For non-emergencies the Provo Police Department may be contacted at 801.852.6300. All crimes and medical emergencies should also be reported to the Campus Safety Officer using the Incident Report Form located as an appendix to the Continuity and Risk Management Plan.

**Medical Emergencies and Services**

In case of emergency, a student should immediately dial 911 and report the emergency to a University employee. For minor incidents or major cardiac emergencies, the University has available a first aid kit and an automated external defibrillator. While on campus, any student, employee, or guest of the University that requires emergency medical attention may have the required care summoned from local resources at the discretion of the employee(s). Students assume responsibility for their healthcare and the financial responsibility for any required medical, dental, or mental health assistance. Therefore, in non-emergency situations, students are encouraged to seek healthcare providers covered via his or her insurance policy. In all cases, involved students must complete an Incident Form available from the University’s Safety Officer.

The University is conveniently located near a regional hospital (Utah Valley Regional Medical Center; [http://intermountainhealthcare.org/hospitals/uvrmc/Pages/home.aspx](http://intermountainhealthcare.org/hospitals/uvrmc/Pages/home.aspx)) that provides comprehensive services. The University provides a listing of additional medical, dental, and mental health resources on the Student Services link of the University website. While the listings represent a portion of facilities within a reasonable proximity to the University and its students, the listings do not indicate the University’s recommendation for any particular facility or provider. Students are both responsible for selecting quality healthcare providers and, as previously stated, paying all costs associated with his or her healthcare. To ensure insurance coverage, a student should first contact his or her insurance company for a list of covered facilities and receive care at an appropriate facility.

For assistance with non-emergency healthcare-related questions, students may contact Student Services at studentservices@rmuohp.edu or 801.375.5125.

For additional information on emergency plans and services, students may also reference the University's Continuity and Risk Management Plan or Annual Campus Safety and Crime Report, available through the Vice President of Administration.

**Fire Safety and Equipment**

Regularly-inspected fire extinguishers are located throughout the RMUoHP campus. In addition, evacuation maps are posted throughout the buildings. Students should note the nearest fire extinguisher(s) and evacuation routes posted throughout the campus.
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 Student Services (studentservices@rmuohp.edu, 801.375.5125) to determine and clarify what needs may be accommodated and the process for obtaining such accommodations (see section on Learning Disabilities/Physical Challenges).

Student Health Insurance

RMUoHP requires entry-level Doctor of Physical Therapy (eDPT) and Master of Physician Assistant Studies (MPAS) students to provide to the University upon enrollment evidence of health insurance coverage. Should a student need to purchase coverage, he or she may seek options through a preferred agent or agency, The American Physical Therapy Association, and the government (i.e., Medicaid).

For questions or assistance please contact Student Services at studentservices@rmuohp.edu or 801.375.5125.

Campus Information

Location

The University is currently located at 122 East 1700 South in Provo, Utah. This is approximately 40 miles south of Salt Lake City and along the base of the beautiful Wasatch Mountains.

University Laboratory Spaces

The University provides laboratory spaces for research, psychomotor, and electromyography (EMG) activities. A cadaver laboratory is also available.

Alcohol-, Tobacco-, and Drug-Free Environment Policy

The University is committed to the promotion of healthy behaviors. Therefore, tobacco use in any form is not permitted inside or within 25 feet of any University building. Students and employees are expected to follow all smoking laws as dictated by the State of Utah.

The University supports the Drug-Free Schools and Communities Act and Drug-Free Schools and Campuses Regulations in preventing the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. Alcoholic beverages and illegal drugs 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.).

Information regarding the health-related impacts of alcohol, tobacco, and drug-use may be found at the following websites:
- http://www.cancer.org/docroot/PED/ped_10_1.asp
- http://www.usdoj.gov/dea/concern/concern.htm

Violations of the University’s alcohol-, tobacco-, and drug-free environment policy are subject to consequences as defined under Conduct and Behavior. Information on Utah’s alcohol, tobacco, and drug laws and penalties may found at the following websites:
- http://www.tobaccofreeutah.org/laws.html
While the University is concerned for the health and well-being of all students, students who may be concerned about alcohol or other drug use may consider contacting one of several nation-wide self-help services:

- Drug Addiction Crisis and Referral Hotline – 1.888.268.9124 or http://www.drug-addiction-hotline.com/
- Alcoholics Anonymous – 801.375.8620 (Provo) or http://www.aa.org
- Al-Anon - 888.425.2666 or http://www.al-anon.alateen.org/
- Cocaine Anonymous - 310.559.5833 or http://www.ca.org/
- Narcotics Anonymous – 818.773.9999 or http://www.na.org/
- The Foundation for a Smokefree America – 310.471.0303 or http://www.anti-smoking.org/quitting.htm

**Other Information**

**University Communication**

University notices delivered through regular mail as well as email are considered official University communication.

**Copyright Infringement**

All copyrighted materials “must be used in conformance with applicable copyright and other laws.” Downloading or distributing copyrighted material, e.g. documents, books, programs, music, movies, videos, text, etc., without permission from the rightful owner violates the United States Copyright Act.

The copying of digital copyrighted materials, such as third-party software, without the express written permission of the owner of the proper license is illegal. These include and are not limited to music, software, movies and television programs that are in violation of the Federal Digital Millennium Copyright Act (DMCA) and other Federal Copyright laws. Students are prohibited from using these file-sharing networks on any University, provided network, including the Wi-Fi network.

**Infringement of Copyright Laws**

Federal law provides severe civil and criminal penalties for the unauthorized reproduction, distribution, or exhibition of copyrighted materials. Criminal copyright infringement is investigated by the Federal Bureau of Investigation. The penalties may depend upon the amount and the willfulness of the infringing activity and can range from civil liability, criminal liability, money damages, including reimbursement of attorneys’ fees and costs. In a civil lawsuit, the penalty for copyright infringement can range from $1,000 to $30,000 per copyrighted work infringed. This penalty can be increased to $150,000 per infringed work in cases of particularly flagrant infringement. In the most serious and widespread cases of copyright infringement, criminal prosecution is possible.

**Investigation of Infringement Complaints**

Allegations of copyright infringement by University students, that violate the DCMA, will be investigated. The infringement will be reported to the Vice Provost/Academic Dean for appropriate action. If the Academy determines that any users have violated any copyright laws, the offending user's access to online services may be terminated or the student may be dismissed. The University reserves the right to choose how to address or respond to any allegation of copyright infringement received.

**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.

2016 University Handbook
Because the academic calendar for each program is established in advance of the student’s enrollment, the student is expected to accept the responsibility to attend classes as scheduled. Prior to enrollment in a post-professional program, 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. Because the on-site portion of a semester is integral to the degree program, post-professional students may not miss any on-site portion of their semester and proceed with their degree program cohort without prior approval (see Attendance Policy section).

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 Program Director (PD) 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 PD, or when for any reason this would not be appropriate, to the EVPAA/Provost.
Academic Model

The University uses an integrative approach to health sciences and practice. Students complete coursework in the residential, entry-level DPT and MPAS programs, and the limited-residency, post-professional programs both on-site in a traditional classroom setting as well as off-site using the WebStudy learning management system. Students in the post-baccalaureate DNP (FNP), entry-level DPT, and MPAS programs complete various clinical internships as part of their program.

Program Directors (PDs), Concentration Track Directors (CTDs), Elective Track Directors (ETDs), and other faculty members model the continuous integration of scientific knowledge and current professional practices with evidence-based principles. They strive to achieve the goal of fostering a career-long approach that interweaves health science knowledge, investigative methods, and sound patient or client management.

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

- 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 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 evidence-based principles in a responsible and appropriate manner.
- 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 lifelong learning.
- A commitment to wellness and the knowledge/practice of preventive measures to ensure optimal healthcare.

In addition to these goals, the DSc and PhD programs also prepare graduates to develop the following attributes:

- An ability to practice the principles and methods of scientific inquiry and research methodologies applicable to the study of the human condition and healthcare practices.
- Skills to generate original thought and research.

RMUoHP considers the best educational model for a changing healthcare environment to be an integration of clinical inquiry, practical experience, and research. To achieve the desired outcomes, the integration of these elements begins early in the student's education and continues throughout his or her graduate program. The use of library and information resources at RMUoHP is emphasized in all programs, and relies upon several educational strategies that vary based upon the nature of the academic program. These specific strategies complement the general goals of each degree program, as listed in the program curricula.
Didactic Education

RMUoHP uses a variety of learning methods in course delivery. The blended and residential environments are viewed as a critical forum for inquiry where faculty and students interact in a scholarly manner. Curricular content in all programs includes 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 members are encouraged to place additional emphasis on how research and theory relate to the healthcare delivery system and clinical practice. A foundation based on the Institutional Learning Goals (Evidence-based Practice, Leadership, and Scholarship) 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 accessible to student inquiries and to dialogue with students to facilitate the students’ learning and professional growth.

Students as Professionals

The educational model of the University requires students to be self-directed and to take individual responsibility for and commitment to their education. This is accomplished through extensive reading, classroom preparation and participation, and web-based communication and study. The post-professional programs allow for an interactive format while on-site and enhanced distance learning off-site. On-site and off-site, students are expected to critically analyze information and to contribute to the scholarly atmosphere of the educational process.

A positive 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.

Continuous Enrollment Requirement

Current and future students enrolled in any program are required to maintain continuous enrollment at the University until all degree requirements have been completed.

Semester and Credit Unit Basis of Educational Model

The University operates on a trimester basis and academic credit units are defined as semester credits. Each semester consists of approximately 15 weeks. RMUoHP defines the credit hour as: an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. **One hour of classroom or direct faculty instruction** and a **minimum of two hours of non-instructional student work each week** for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time, -OR-

2. **At least an equivalent amount of work** as required in paragraph (1) of this definition for **other academic activities** as established by the institution, including laboratory work, internships, seminar, practica, and other academic work leading to the award of credit hours, -OR-

3. **At least an equivalent amount of work** as required in paragraph (1) of this definition for the amount of engaged learning and established expectations in order to achieve satisfactory performance in blended or online courses for the credit hour.

In the limited-residency model, one day of face-to-face instruction comprises 9 lecture hours; the remainder of a single credit unit is estimated at 6 online course hours. Each course delivery model is outlined in the program curriculum and course syllabus. The University also has a comprehensive Course Catalog (a separate
document from the University Handbook) which lists all courses offered at the University, including the course descriptions. The Catalog may be downloaded from the University website or requested through the Office of the Registrar.

Within both the residential and limited-residency degree programs, all courses are web-enhanced. Each degree program also includes on-campus requirements, which differ based on the educational model employed for a course, semester, or degree program. The limited-residency model uses online instruction in conjunction with immersion periods on campus to facilitate learning throughout the degree program. The residential programming in the entry-level DPT program also includes some online instruction.

Full-time Status

Full-time status is defined as concurrent enrollment in a minimum of three graduate semester credits. A student requiring written verification of full-time status must submit the request in writing to the Registrar. Once the student’s period of enrollment is verified, the Registrar will complete a letter or form of the student’s request.

Course Delivery

RMUoHP offers blended course delivery, which includes course delivery enhancement via the University’s learning management system, WebStudy. Each course may include submission of course materials, document sharing, and threaded discussion forums, or live conferencing online. Within each blended program model, some programs may also include online courses. Each course syllabus clearly identifies to the student the expectations for both face-to-face and online engagement. Additionally, eDPT students will complete online coursework while on clinical affiliations during and at the end of the program.
Course Registration Procedure

Semester, registration and other important dates are available on the Academic Calendars located on the RMUoHP website at https://rmuohp.edu/academic-affairs/general-student-information-forms/.

Students may register for or drop courses using the Add-Drop form, available on the University website. The course registration period for each semester is listed in the academic calendar. During this period, students may:

- register for courses at regular tuition rates.
- drop courses without any academic or financial penalty (the student’s PD[s] will rule on the request if the course is required for the student’s program). Courses dropped will not appear on the student transcript.

The add/drop period for the semester is listed in the academic calendar. The student's PD(s) will rule on requests to add or drop courses during and after this time period.

During this period, students may:

- register for courses for a Late-Add fee of $50 (applied per course).
- drop one or more courses without academic penalty and may be eligible for tuition refunds in accordance with the University refund policy as described in the student’s ‘Tuition and Fee Information’ provided at the time of enrollment.

After the add/drop period students may no longer register for a course in the applicable semester.

Attendance Policy

Engagement with faculty and other students is a vital component of the University learning experience. A student is expected to attend every on-site class and laboratory experience and participate weekly in any online activities outlined in the syllabus. Students who are absent from classes bear the responsibility of notifying their faculty and keeping up with class assignments in conjunction with faculty provisions in the course syllabus. An individual faculty bears the decision as to whether work will be permitted to be made up; the decision of the faculty in this case is final.

Post-professional students who miss all or part of an on-site course day will be expected to repeat the course, unless prior approval has been granted in writing by the PD and faculty (any approved exceptions to this that require special accommodations will incur fees for the service provided). The student will be expected to return to the Provo Campus to be in attendance for the next scheduled course. If the course is a core course, the student may not move forward in the program until the course is completed. Post-professional students should not schedule return flights prior to 8:00 pm on the final day of courses. PD and/or EVPAA/Provost approval must be obtained prior to making travel reservations that conflict with this guideline.

Per federal Title IV regulations, the University is required to demonstrate that students are participating on a weekly basis in each course in which they are enrolled (whether on-site or via the learning management system). This participation can take the form of attendance at an on-site course, submitting an assignment, exam, and/or forum response, emailing the instructor for the course, viewing a set of PowerPoint slides, etc.; simply logging into a course online and viewing the timeline or announcements does NOT quality as weekly participation. The Registrar’s office will audit online participation on a weekly basis. If a student does not meet the participation requirements outlined above for one or more courses for a period longer than fourteen days, the Registrar’s office will contact him or her with a reminder to participate immediately. If
inactivity continues for three additional days, the University will assume the student has discontinued the course(s) and will administratively withdraw him/her from the course(s) as of the seventeenth day of inactivity. The student will remain accountable for any outstanding loans used to fund the program of study.

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. Students are also expected to be in class through the complete class period.

*For entry-level Doctor of Physical Therapy and Master of Physician Assistant Studies programs, please reference “Program Information” section of this Handbook.

Exams and Assignments

All exams and assignments required of the student will be identified and explained by the faculty and included in course syllabi. The syllabi are available from the University and are provided via WebStudy prior to the beginning of a semester.

Assignments are submitted directly to the faculty via WebStudy. Participation in discussion forums, chats, team activities, presentations, etc., may also be required as part of the assessment process.

Students should always maintain a copy of every assignment (non-examination) or completed form submitted to the University in case of lost communication or un-readable files (these should be kept until after program completion). Ultimately, the student is responsible for the receipt of all assignments until the grade has been posted to the student’s transcript.

*For entry-level Doctor of Physical Therapy and Master of Physician Assistant Studies programs, please reference “Program Information” section of this Handbook.

Late Assignments or Exams

Students are encouraged to be proactive in contacting their faculty members regarding late assignments or exams. Late assignments submitted by students without an approved extension from the faculty and/or Incomplete course status, may be subject to a grade deduction. Faculty will determine the grade deduction, if any, that will be applied to the late assessment.

Coursework and Exam Feedback

Course and assignment feedback is provided from faculty directly to students via the WebStudy learning management system. Faculty should post on their syllabus expectations regarding responding to student correspondence. In general, it is expected that faculty would respond to email correspondence from students within three business days of receipt. Grades for assignments submitted throughout the semester should be posted within two weeks of the submission date, unless otherwise noted in the course syllabus, to provide students with feedback that will guide them through the remainder of the course and their later assignments.

WebStudy exam feedback guidelines are determined by the faculty member when setting up the exam. To protect the security of non-WebStudy exams, graded exams may only be reviewed in the presence of faculty or the Registrar. If a student wishes to review one or more exams, he or she may request to do so in the faculty’s or Registrar’s presence while on-site at the University.
Proctors and Proctoring for Limited-residency Programs

RMUoHP course and qualifying exams are taken locally via WebStudy by the student and are proctored by ProctorU. The proctor system is an integral part of the academic process and is critical to academic integrity. Violation of the proctor process is a serious violation of the RMUoHP Honor Code, and the student will be subject to immediate dismissal.

Students may or may not have a proctored exam in any given semester. It is recommended that students register with ProctorU at least one month prior to their first proctored exam. Students are responsible for meeting all of the RMUoHP technology requirements outlined in the Admissions section of this Handbook.

ProctorU is an online proctoring service. It allows students to take exams from any comfortable location. They are connected to a live person during their exam that will guide them through the process, answer any questions not related to exam material and assist with any technical problems.

ProctorU allows students to take an exam on demand or by appointment. All appointments should be made at least 3 days in advance. To make an appointment, students log in, click on the “new exam” link and select the exam, date, and time desired. Students will receive a confirmation email of their reservation at the email address they provided to ProctorU. Reservations made within 72 hours of an exam are subject to a $5 late registration fee. Students without an appointment can take their exam on demand within 15, 30 or 45 minutes by using ProctorU’s Take it Now feature. This premiere feature is designed to give test takers added convenience and only costs $8.75. Late registrations and Take it Now features are subject to availability. The pricing is as follows:

- 30 minutes or less $8.75
- 31 – 60 minutes $17.50
- 61 – 120 minutes $25.00
- 121 – 180 minutes $33.75
- 181 minutes or more $42.50

*For entry-level Doctor of Physical Therapy and Master of Physician Assistant Studies programs, please reference “Program Information” section of this Handbook.

Grades

Grading Policies and Grading Scale

When all requirements are fulfilled for each course 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. The faculty has the discretion whether to round up the numeric score to the nearest whole number in determining both assignment and final letter grades. 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 GPA.
Table 2. 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$\S$</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>76-73$\S$</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>72- &amp; below$\S$</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>AE</td>
<td>Academic Extension</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.

$\S$ Indicate non-passing grades

*For entry-level Doctor of Physical Therapy and Master of Physician Assistant Studies programs, please reference “Program Information” section of this Handbook.

Course Grade Designations

**AW (Administrative Withdrawal)**

An “AW” grade is assigned when a student unexplainably discontinues a class, does not attend class, or fails to meet the requirements of an Incomplete contract as outlined. An AW affects the GPA, but may be replaced by repeating the course successfully. No fee refund occurs.

A student may not carry more than two “AW” grades in the MSHS, CScD-SLP, tDPT or post-professional OTD programs, three “AW” grades in the DNP/FNP program, or four “AW” grades in the DSc and PhD programs at any given time.

**AF (Administrative Failure)**

An “AF” grade is assigned 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 allowed only when extenuating non-academic circumstances, i.e. serious illness or other unavoidable circumstances, prevent the student from completing the course requirements by the agreed-upon deadline within the regular timeframe of the course. 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 and PD. 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 the end date of the subsequent semester. The contract is not official until the student, faculty member, and the PD have given signed approval. This contract will remain in the student’s University file. The Incomplete Contract must be filed with the Registrar and the requisite fee must be paid before the “I” grade is posted. The fee covers the administrative costs and required additional support from the faculty and PD. When all course requirements are completed as contracted, the faculty member will notify the
Registrar of the grade, and the Registrar will close the Incomplete Grade Contract to indicate the final grade earned. If due to legitimate extenuating circumstances the faculty member, PD, and EVPAA/Provost approve a second extension, a student may file a second incomplete contract form/fee for the same course to receive one additional semester to complete the coursework. The extensions may not exceed the maximum time for degree completion.

Should the student fail to meet the requirements of the contract, the grade the student receives in the course will automatically change from an Incomplete to an Administrative Withdrawal (AW).

A student may not carry more than two “I” grades in the MSHS, CScD-SLP, tDPT or post-professional OTD programs, three “I” grades in the DNP program, or four “I” grades in the DSc and PhD programs at any given time.

**IP (In Progress)**

An “IP” grade is assigned when a student completes all required coursework but, upon direction of the faculty, needs to remediate that work in order to pass the course. An “IP” must be removed by the end date of the subsequent semester 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 and PD. This contract will remain in the student’s University file. The student will be required to pay a $250 fee, which covers the administrative costs and required additional support from the faculty and PD. This fee must be paid before the “IP” is posted on the student’s transcript.

When all course requirements are completed as contracted, the faculty member will notify the Registrar of the grade, and the Registrar will post 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.

Should the student fail to meet the requirements of the contract, the grade the student receives in the course will automatically change to the failing grade that would have been assessed prior to the remediation.

A student may not carry more than two “IP” grades in the MSHS, CScD-SLP, tDPT or post-professional OTD programs, three “IP” grades in the DNP program, or four “IP” grades in the DSc and PhD programs at any given time.

**AE (Academic Extension)**

An “AE” grade is assigned when the due date for coursework in a given course extends beyond the end of the semester. This extension is university-initiated and applies to the entire class. Thus, no form, fee or penalty is associated with this grade designation.

**W (Withdrawal)**

A “W” grade is assigned when a student withdraws from a course after the designated Add/Drop date, but by the end of the 8th week (midpoint) of the semester. The “W” grade does not affect the GPA. Any course for which a “W” is assigned must be repeated if the student wishes to continue in the program. In order to request a withdrawal from a course, the student must complete the “Add-Drop Form” which is found on the RMUoHP website at [http://rmuohp.edu/academic-affairs/general-student-information-forms/](http://rmuohp.edu/academic-affairs/general-student-information-forms/) and submit it to the Registrar as per the instructions on the form.

In some extenuating circumstances a “W” grade may be awarded after the 8th week (midpoint) of the semester. The process for these requests includes the following steps:

The student submits a letter or email to the PD and Registrar stating the extenuating circumstances for the Withdrawal request.

1. After review (with the EVPAA/Provost input), the PD rules on the request;
2. If approved, the student receives a “W” grade for the course. A “W” grade has no effect on the student’s GPA.

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)**

A “TC” grade is assigned when the student receives transfer credit allowance from an external institution. A “TC” grade has no effect on the GPA. The policy on transfer credit is located in the Transfer of Credits section of this handbook.

**NS (Not Submitted)**

An “NS” grade is assigned when the student has submitted all required coursework and the final grade is pending from the faculty member. This has no effect on the GPA.

**R (Repeat of Course)**

An “R” grade is assigned when the student has repeated a course for graded credit. Official enrollment in the course is required with payment of appropriate tuition and fees. Upon successful completion of the course, the previous grade will be changed to an “R,” which does not affect the student’s GPA for academic purposes; it will be included for determination of Satisfactory Academic Progress (SAP; see Satisfactory Academic Progress section). Only the “new grade” posted as the final grade will be used to compute the GPA as presented on the student’s transcript. A course can only be repeated once.

**AC (Audit Course)**

An “AC” grade is assigned when the student takes 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 coursework.

**Grade Reports**

Final grades for each course are due one week after the last day of the semester, as published on the Academic Calendar. All course grades are available for student review via the University’s secure student portal at https://rmuohpselfservice.topschoollive.com/login. Additionally, course grades are available on the University’s learning management system.

Grades will not be given over the phone. The Registrar will communicate course grades to students via email or written notice. Students who need official copies of their transcript should request these by completing the Transcript Request Form that may be downloaded from the University website.

**Course Grade Changes**

Course grades are considered final when recorded by the Registrar. Once a final course grade is recorded by the Registrar, no final course grade may be changed except to correct the permanent record when a calculation error has been made; to insert a grade when the requirements for completing the course have been met for I and IP grades, or upon direction of the Hearing and Resolutions Committee through an academic grievance procedure. 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 semester.

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. The process to file an academic grievance is found under the “Academic Appeals Process” section of this handbook.

**University Student Status**

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

**Table 3. University Student Statuses**

<table>
<thead>
<tr>
<th>University Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<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>

**TW (Temporary Withdrawal)**

Temporary Withdrawal is the status applied when a student withdraws from the University but indicates a desire to reenroll in a subsequent program cohort at the time of withdrawal. The student will continue his or her studies with a different cohort of students, in the same academic program. The status of TW is only for two years. Once two years have lapsed without the student reenrolling, his or her status will be changed to UW and the policy for the UW status applies. This request is submitted by the student on the Withdrawal form, available on the University website.

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. A request for temporary withdrawal during the dissertation, scholarly project, or thesis phase must be based on extenuating circumstances and such request must be approved by the EVPAA/Provost.

**UW (University Withdrawal)**

Students considering withdrawing from the University once studies have commenced should talk with their PD to explore options and available assistance. If a decision is made to withdraw, a completed Withdrawal form must be submitted to the Registrar’s Office who will seek approval from the PD and EVPAA/Provost. The student will receive written notification of his or her 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 his or her desire to continue his or her studies and indicate what has changed to permit his or her successful completion. If the references originally submitted are more than three years old or no longer on file (per the student's waiver of rights to review recommendations), new references must be submitted. The student is responsible for any admissions requirements in effect at the time of re-application.

Additionally, it should not be assumed that all University credits will be accepted towards the student's approved reenrollment. A determination of the number of RMUoHP credits allowed to transfer will be made by the PD and EVPAA/Provost 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 Semester 1 of the program, regardless of previous work completed (unless previous arrangements have been made with the EVPAA/Provost).

**AP (Academic Probation)**

A student is placed on Academic Probation if one of the following occurs:
- Failure to maintain the required grade point average (GPA) of 3.0 or higher and/or cumulative grade point average (CGPA) of 3.0 or higher for a given semester
- In the limited-residency programs, accumulation of maximum allowed Incompletes (I), In Progress (IP), and/or Administrative Withdrawals (AW) on the official transcript

If placed on Academic Probation for reasons related to GPA or CGPA, the student must achieve a semester GPA of 3.0 or higher in the subsequent semester, and a CGPA of 3.0 or higher within the second semester after being placed on Academic Probation. If one or both of those requirements are not met, the student's Academic Status will be updated to Academic Dismissal.

If the student was placed on Academic Probation for reasons related to accumulation of I, IP, or AW grades on their official transcript, the student will be required to meet requirements in those areas within one semester after being placed on Academic Probation. If the student does not meet requirements in those areas within one semester after being placed on Academic Probation, his/her status will be updated to Academic Dismissal.

*For entry-level Doctor of Physical Therapy and Master of Physician Assistant Studies programs, please reference “Program Information” section of this Handbook.

**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.

**AD (Academic Dismissal)**

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
- fails to return to Good Standing after Academic Probation, as per the requirements listed in the “Academic Probation” section.
- receives a “no academic progress rating” in a biannual review by the PD and EVPAA/Provost and is unable or unwilling to comply with the conditions of continuance as outlined by the PD and/or EVPAA/Provost.
- fails to make satisfactory progress toward a graduate degree as defined by the University.
- twice fails a qualifying examination.
- fails the final dissertation defense.
- violates the University’s Standards of Conduct or Code of Academic Integrity.
- exceeds the established time limit for completion of coursework and/or the thesis, scholarly project, or dissertation (three years for the MSHS and tDPT; four years for the OTD, DPT, SLP, and DNP (post-master's); five years for the MPAS, six years for the FNP and, eight years for the DSc or PhD) without a University-approved extension.

When a student has been placed on academic suspension or has 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 “Academic Appeals Process” section of this handbook.
*For entry-level Doctor of Physical Therapy and Master of Physician Assistant Studies programs, please reference “Program Information” section of this Handbook.

**Missing an Entire Semester**

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

**Readmittance Following Suspension or Dismissal**

Students who have been suspended may apply for readmittance to the University after at least one semester following the term in which they were suspended, according to the readmission policy.

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 Incomplete (I) or In Progress (IP) designations or grades below acceptable program thresholds. Students must maintain at least a B- (80%).

Students readmitted following academic suspension or academic dismissal are considered to be on probation but must bring their GPA, CGPA and/or Rate of Progress (RoP) above the probation range by the end of the first semester after being readmitted. If it is mathematically impossible for the student to improve the GPA, CGPA or RoP above the probation range by the end of the first semester after readmittance or if, in the judgment of the readmittance committee, it is highly improbable for the student to improve above the probation range, the student will not be readmitted.

**Satisfactory Academic Progress**

To be eligible to receive federal financial aid, students must maintain Satisfactory Academic Progress (SAP) as outlined below. An audit is completed after every semester to ensure students are meeting SAP standards.

**Standards**

*Cumulative Grade Point Average*

Students must maintain a cumulative grade point average (CGPA) of 3.0 or higher. After the grades have been posted for each semester, the PD and Registrar will review the student's record to determine if the student is in compliance. The GPA 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*

Students must successfully complete 66.67% of the credits attempted in each semester to be considered to be making satisfactory academic progress. This is known as Rate of Progress (RoP). Credits attempted are defined as those credits for which students are enrolled at the end of the add/drop period of a semester. Grade designations that do not represent successful completion include C and C+ (for cohorts beginning on or after January 1, 2011 only), AW, F, I, IP, R, and W. Each student's RoP is calculated by dividing the total credit hours of these non-progress designations by the total credit hours attempted in the semester and subtracting the total from 100. The resulting RoP must be 66.67% or higher to be eligible for federal financial aid. As with the determination of CGPA, the rate of progress will be reviewed at the end of each semester after grades have been posted to determine if the student is progressing satisfactorily.
**Maximum Timeframes for Degree Program Completion**

Timeframes for progression are identified to ensure that students maintain current knowledge and contemporary skills throughout the educational program (Table 4). These timeframes are measured by attempted credits equal to 150% of the number of credits required for the degree program.

**Table 4. Minimum and Maximum Degree Program Completion Credit Units**

<table>
<thead>
<tr>
<th>Program</th>
<th>Minimum Required Credit Units</th>
<th>Maximum Credit Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP (Post Masters)</td>
<td>38</td>
<td>57</td>
</tr>
<tr>
<td>DNP (FNP, Post Bacc)</td>
<td>86</td>
<td>126</td>
</tr>
<tr>
<td>DPT</td>
<td>133</td>
<td>200</td>
</tr>
<tr>
<td>DSc</td>
<td>65</td>
<td>98</td>
</tr>
<tr>
<td>MPAS</td>
<td>114</td>
<td>171</td>
</tr>
<tr>
<td>MSHS</td>
<td>33</td>
<td>50</td>
</tr>
<tr>
<td>PhD</td>
<td>75</td>
<td>115</td>
</tr>
<tr>
<td>ClinScD in SLP</td>
<td>35</td>
<td>53</td>
</tr>
<tr>
<td>OTD</td>
<td>31</td>
<td>47</td>
</tr>
<tr>
<td>tDPT</td>
<td>24</td>
<td>36</td>
</tr>
</tbody>
</table>

The student’s maximum time for his or her program of study will include the credit hours attempted with respect to each course that the student took at the University when the student: a) was enrolled in that program of study; and b) was enrolled in a different program of study, if the subject matter of that course is substantially the same as any course in his or her current program of study or that course counts toward or satisfies any of the coursework requirements of his or her current program of study. If a student chooses to change his or her program of study or seek an additional degree from RMUoHP, similar courses within the student’s previous program will be included in calculating satisfactory academic progress (SAP).

**SAP Statuses**

**Financial Aid Warning**

A student will be placed in Financial Aid Warning the first time they do not meet the SAP standards listed above. This status will remain in effect through the subsequent semester in which they did not meet the SAP standards. The student will continue to be eligible to receive federal financial aid while in this status. A student may only be placed in this status one time. If a student is removed from Financial Aid Warning, and then does not meet SAP standards again, they will be placed in Financial Aid Suspension.

**Financial Aid Suspension:**

Any student who has previously been in Financial Aid Warning who does not meet the SAP standards again will be placed on Financial Aid Suspension status. Students in this status are ineligible to receive federal financial aid. This status may be appealed.

**Financial Aid Probation**

If a student successfully appeals their Financial Aid Suspension, they will be placed in Financial Aid Probation status for one semester. The student will be eligible to receive federal financial aid while in this status. If they
do not meet the SAP standards after the end of that semester, they will be placed into Financial Aid Suspension.

**Academic Plan**

An Academic Plan may be required to accompany the SAP appeal when a student is not able to meet SAP within one semester.

**Degree Conferral and Commencement Ceremony**

**Degree Conferral**

A degree is conferred when the student has completed all academic, financial, and graduation requirements for the course of study as outlined in the University Handbook and with approval of the Board of Trustees (BoT). All students must complete all program curriculum requirements with a minimum cumulative grade point average of 3.0. In addition: Doctor of Nursing Practice (DNP and FNP) students must additionally complete and successfully defend the scholarly project (which will also require intermediate steps such as proposal defense, scholarly project advisor approval, and submission of the bound copy of the scholarly project). Doctor of Philosophy (PhD) and Doctor of Science (DSc) degree students must pass comprehensive qualifying exams, complete practicum hours (as applicable), and satisfy all the steps in the dissertation process (committee formation, proposal development and defense, IRB approval) leading to the final defense and subsequent submission and acceptance of the bound dissertation. Master of Science in Health Science (MSHS) students must additionally complete the Thesis or Capstone and satisfy all steps in each respective process.

Students must apply for graduation by completing the graduation application, which is available through the University as well as on the University website. The form notes degree conferral dates for each academic year in conjunction with the Academic Calendar also published on the same page of the website. The completed form, with required signature, must be submitted to the Registrar at least 60 days prior to the end of a given semester. A graduation fee of $150 for all degree programs is due before the application can be processed. As a reminder, the Registrar will contact all potentially eligible students 75 days prior to the end of a given semester. **Should a student not complete degree requirements in the semester in which they have submitted an application for graduation, they must reapply in the semester in which degree requirements are met and pay associated fees.**

After the graduation application is submitted, the Registrar conducts an audit of academic records and the University business office audits the financial records. Students must also complete an Exit Interview Survey. Students who clear the academic audit and desire their diplomas/transcripts released upon degree conferral must be cleared by the financial audit. All degree requirements must be completed by the last day of the semester to fulfill the academic portion of the graduation audit and to start the process of degree conferral. Recommendations for degree conferral require sequential approval of the PD, the EVPAA/Provost, and the President, who recommends conferral to the Chair of the Board of Trustees (BoT).

The President officially confers all degrees awarded by RMUoHP following BoT approval. The graduate can begin using the credentials once notified by the Registrar. Graduates are required to complete an exit interview survey that is provided during the final semester.

**Commencement Ceremony**

The University holds two commencement ceremonies each year. They are held in August and December. Those eligible to participate in the August Commencement ceremony on a given year include the following*:

- Graduates who have been granted their degrees by the RMUoHP Board of Trustees within the past 18 months.

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* These eligibility criteria may vary each year. Please consult the current University Handbook for the most up-to-date information.
• Doctor of Clinical Science in Speech-Language Pathology (SLP), post-professional Occupational Therapy Doctor (OTD), and Transitional Doctor of Physical Therapy (tDPT) students who are in their final semester of the program by the commencement registration deadline (May 31st), hold the minimum required GPA of 3.00, and have received approval from their PDs to attend commencement.

• Doctor of Nursing Practice (DNP), Doctor of Philosophy (PhD), Doctor of Science (DSc) and Master of Science in Health Science (MSHS) students who have successfully defended their scholarly projects, dissertations, or theses respectively by July 1st, and have received approval from their PD(s) to attend commencement.

* Students who register for commencement and order regalia assume the risk of not being permitted to attend the ceremony if a poor or incomplete grade is posted, or if all financial obligations to the University are not current. Entry-level Doctor of Physical Therapy (DPT) students are not eligible to participate in the August Commencement Ceremony.

Those eligible to participate in the December Commencement ceremony on a given year include only the entry-level DPT students. The DNP, DSc, OTD, MPAS, MSHS, PhD, SLP, and tDPT students are not permitted to participate in the December Commencement ceremony.

Student Records

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. A student should submit to the Registrar and EVPAA/Provost, written requests that identify the record(s) he or she wishes 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 is inaccurate or misleading. A student may ask the University to amend a record he or she believes is inaccurate or misleading. The student should write the University official responsible for the record, clearly identifying the part of the record he or she wants 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 Registrar’s office in person or in writing:

- Student’s name
- telephone numbers
- photograph
• all addresses
• e-mail address
• major
• 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.

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

A student’s enrollment agreement, grades and university transcripts are permanently stored in the student’s record. All student records are maintained according to the university “Student Record Retention Schedule” which can be obtained by contacting the Registrar’s Office. IRB-related materials are destroyed three years following graduation per federal guidelines.

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 notifies the Registrar’s office using the Authorization to Withhold Directory Information Form, which is available from the University website:

• student name
• photograph
• telephone numbers
• all addresses
• e-mail address
• program or specialization
• date(s) of enrollment and graduation

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. A written request to see information within a student’s record must be submitted to the Registrar’s office.

Student Records Unavailable for Inspection

Students may not inspect their confidential letters and letters of recommendation associated with admissions or documents to which they have waived their rights of inspection and review, or educational records containing information about other students.

Note: A student has 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 has violated his or her rights under FERPA.
Academic Freedom

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 and online to introduce, discuss, and pursue their subject matter but should be cautious about introducing material that is controversial and without evidence.

- 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, intellectual property, and conflict of interest.

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. 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)

Honor Code

The University is committed to maintaining an intellectual and ethical environment based on the principles of academic integrity. In this endeavor, academic integrity is essential to the success of the University and its community. Violations of academic honesty threaten the integrity of learning and scholarship and constitute serious offenses toward the entire academic community.

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, conduct that may lead to suspicion of such infractions, and 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.

Every student has an obligation to act with honesty and integrity, and to respect the rights of the University, its students, faculty and staff 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 dishonest student’s behavior.

Definitions

Cheating

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

Plagiarism

Plagiarism is 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, including anything downloaded from an online source without permission, is guilty of plagiarism.

**Facilitating Infractions of Academic Integrity**¹

Facilitating is 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 occur.

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

a) Practices any form of academic deceit;

b) 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;

c) 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;

d) 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 violates the proctor agreement.

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, PDs, 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:

- Engaging in violent, abusive, indecent, profane, or otherwise disorderly conduct.
- Engaging in abusive, profane, or otherwise foul language.
- Engaging in harassment or unlawful discriminatory activities or violating University rules governing harassment or discrimination.
- Violation of the University’s alcohol, tobacco, firearm and drug-free environment policy.
- Violation of local, state, and/or federal laws on University premises or at University functions on or off campus.
- Violating the terms of any disciplinary sanction imposed for an earlier violation of this code or other board or University rules.
- 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, texting, or inappropriate online activities (such as shopping, chatting, or general “surfing”) during class periods.
- Sharing of password or other login information to any of the university systems (email, WebStudy, student portal, etc), with others.
- Placing continued, persistent, or unreasonable demands on a University official in performance of duties that impedes normal departmental functions.
- Leading or inciting others to disrupt scheduled or normal activities of the University.
- Behavior involving abuse, threats, intimidation, harassment, menacing, stalking, or coercion which puts at risk the health and safety of any person.
- Causing reasonable apprehension of harm or engaging in conduct or communications that a reasonable person would interpret as a serious expression of intent to harm.
- 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.
- 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 EVPAA/Provost, or in the case of the eDPT program, by the Program Director and Student Progression Committee (SPC) in conjunction with the EVPAA/Provost, as outlined in the eDPT program student handbook. 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.

Definitions

**Discrimination** is the act of treating others differently on a basis other than individual merit, or affording differential treatment on the basis of race, ethnicity, ancestry, national origin, religion, veteran status, gender, sexual orientation, age, or physical or mental disability, where such differential treatment is prohibited by law.

**Harassment** is the treatment of or behavior toward an individual or group that is abusive, hostile, intimidating, or has the intent to affect the individual’s educational performance or working environment.

**Sexual harassment** includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when
- submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s education.
- submission to or rejection of such conduct by an individual is used as the basis for educational decisions affecting such individual.
- such conduct has the purpose or effect of unreasonably interfering with an individual’s educational performance or creating a pervasively intimidating, hostile, or offensive environment.

**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

Students have been given notice of the University’s expectations regarding academic integrity and appropriate conduct by virtue of its publication. On admission, each student signs that he or she has read the University Handbook and is charged with knowledge thereof. Students are not excused from academic dishonesty or honor code violations due to ignorance. Any member of the University community may bring to the attention of a faculty member, PD, or University administrator evidence in support of an allegation that a student has demonstrated academic dishonesty, honor code violation, or code of conduct violation. The allegation will then be reviewed and, if it is deemed that a violation occurred, the student will be notified of the charge. The student will be afforded an opportunity to respond. Each student is afforded his or her due rights and process when a complaint has been filed. No penalty will be enforced 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. After reviewing all evidence, including the student’s response/defense to the charge, if the University representative believes the student guilty of academic dishonesty or code violation, he/she will assess a penalty immediately and shall promptly report the case in writing to his or her immediate supervisor (PD for a faculty member, EVPAA/Provost for PD). The penalty will be in accordance with the policy contained in this handbook and will remain as a written record in the student’s file. In general, the penalty for any act of academic dishonesty will be a failing grade in the course and the maximum penalty will be academic dismissal. With PD approval, the faculty member may recommend lesser penalties as deemed warranted.

Academic Appeals Process*

Academic appeals are petitions to change a decision rendered about an academic matter. The basis for a student’s appeal of an academic decision may be either that the academic judgment was unfair in the view of the student or that the University’s academic policies were applied incorrectly in the view of the student. Students may appeal grades, disciplinary actions, and academic actions by the University academic officers. Course substitutions and exceptions are also included in the academic appeal process. In order to ensure a fair and timely appeal process for all parties involved, the following procedures are in place for academic appeals.

Appeal of Grades

It is recognized that faculty members must have the primary responsibility of assessing the quality of academic performance, advancement, and achievement of students in their courses. However, faculty members as human beings can cause errors in calculation or judgment that may affect assessment of a student’s performance. Because all faculty members are required to reveal on the course syllabus the method by which the final grade will be determined, it is the responsibility of the student to review the course syllabus and
become familiar with all components of the course grade. Further, it is the responsibility of the student to discuss any questions about grading practices during the course with the faculty member teaching the class. In some instances when a student alleges that the received final course grade is incorrect or does not accurately represent his or her effort, the student has the right to due process to appeal the received grade. The grounds for appeal can only be based upon specific circumstance and conditions: namely a) alleged error in process b) alleged partiality c) discovery of new information. The following procedures, designed to protect both the student and the faculty member, are to be followed so that the issue is resolved fairly and expeditiously:

1. Within 15 days of receipt of an assigned grade, the student must make a formal written appeal to the faculty member involved explaining why he or she believes the grade should be changed. If the faculty member finds an error has been made, he or she will submit a grade change form to the Registrar and notify the program director (PD) and student in writing of the change. If the faculty member finds the grade to be correct, he or she will notify the student in writing of the decision not to change the grade, specifically addressing the student’s stated reason for the appeal. The faculty member’s response must take place within 30 days of receipt of the appeal. A copy of all correspondence should be sent to the PD and the Registrar.

2. If a complaint or dispute is not satisfactorily resolved, the student may appeal in writing to the program PD or, in the event the PD was the course faculty member, to the EVPAA/Provost within 30 days of receiving the faculty member’s written response. If the EVPAA/Provost is the faculty member, the student may appeal to the PD, then the EVPAA/Provost. The student’s written notice of appeal should be accompanied by all relevant materials; a copy of the original written appeal to the faculty member and a copy of the faculty member’s written response must be forwarded to the PD. The decision of the PD shall be communicated in writing to the student, the faculty member, and the EVPAA/Provost within 15 days of receiving the written appeal.

3. If either the student or the faculty member does not agree with the decision of the PD, either may appeal in writing to the EVPAA/Provost within fifteen days of receiving the PD’s notification letter. The student’s written appeal to the EVPAA/Provost should include the details of the grievance and an outline of the student’s efforts to resolve the issue. The EVPAA/Provost will refer the complaint or dispute to the Hearing and Resolutions Committee.

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

Note: The Academic Appeal is an internal academic process of the University and legal counsel may not participate in any conference or hearing.

Appeal for Allegations of Academic Dishonesty

If a student wishes to appeal an action regarding violations of academic integrity, he or she may do so. The letter of appeal should: 1) be made in writing and submitted electronically to the EVPAA/Provost; and 2) include the details of the appeal and any supporting documentation. The Provost will review the issue and determine if it should be taken to the Hearing and Resolutions Committee. The EVPAA/Provost has the right to review any judicial situation and has the final decision on all findings, sanctions, and appeals.

Appeal of Actions by the Executive Vice President of Academic Affairs/Provost

Students placed on academic probation, or dismissed for academic reasons, have the right to appeal the action within fourteen (14) business days from the date of notification. The appeal must be in writing and
include pertinent information other than what is available at the time of the University’s initial action. The letter of appeal should be: 1) submitted electronically; 2) be addressed to the Hearing and Resolutions Committee; and 3) be sent to the appropriate academic officer initiating the action (EVPAA/Provost). The student’s letter should include the details of the appeal and any supportive university documentation. If indicated, the EVPAA/Provost will refer the complaint or dispute to the Hearing and Resolutions Committee.

The Hearing and Resolutions Committee will hear appeals and grievances within thirty days of receiving the request. The committee will be comprised of a PD who has not heard the complaint, at least two faculty members of the University, and at least one current student (the faculty member and the PD may not be the faculty member or PD who previously heard the appeal). The decision of the committee (by majority vote) will be final and not subject to further appeal. The EVPAA/Provost has the right to review any judicial situation and has the final decision on all findings, sanctions, and appeals. During the appeals process, the academic probation status is maintained until a ruling is made by the Hearing and Resolutions Committee.

Financial Aid Appeal Process

Any student not attaining the required progress standards and becoming ineligible for financial aid may submit a written appeal of his/her loss of Title IV eligibility within fourteen calendar days. The appeal should be addressed to the Vice President of Finance (VPF). The appeal must be accompanied by documentation of the mitigating circumstances that have prevented the student from attaining satisfactory academic progress. Only extraordinary circumstances will be considered, such as death or severe illness in the immediate family.

The Appeals Committee, composed of the EVPAA/Provost, Financial Aid Advisor, and the VPF, will examine all financial aid appeals. The student will be sent the committee's written decision within fourteen days of the Vice President of Finance's receipt of the appeal. The decision of the committee is final. Students granted an appeal will be placed in a warning status for the following semester. Students who do not meet the standards for SAP by the end of the probation period will lose their eligibility for Title IV aid.

Financial Aid Reestablishment Process

Students who lose Title IV eligibility may regain eligibility by meeting the Progress Standards by the end of any semester following the loss of aid. Eligibility will be reinstated for the following periods, provided the student remains within the SAP standards at the end of each semester.

Requesting Substitutions and Exceptions to Degree Requirements

Substitutions of published course requirements must be approved by the EVPAA/Provost, serving as liaison to the Curriculum Committee of the Academic Leadership Council. Written requests for substitutions for courses in the curriculum should be received from the PD of the program in which the student is enrolled, along with the rationale for making the substitution and should be sent to the EVPAA/Provost. The student and the PD will be notified by e-mail of the outcome. The Registrar will also place a copy of the decision in the student’s academic folder.

*For entry-level Doctor of Physical Therapy and Master of Physician Assistant Studies programs, please reference "Program Information" section of this Handbook.

Guidelines for Complaints of a Non-Academic Nature

1. Any member of the University community may bring to the attention of the Director of Student Services evidence in support of an allegation that a student has demonstrated behavior inconsistent with University policy of a non-academic nature. This could include, but is not limited to, honor code violations, code of conduct violations, carry or bring to campus a weapon, smoking, or drinking alcoholic beverages on University grounds.

2. 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 Director of Student Services. The Director of Student Services will counsel with the student, investigate the complaint, and resolve the complaint to include suspension and/or dismissal. The student will be afforded an opportunity to respond.

3. If the student desires to appeal the Director of Student Services decision, the student must file a Disciplinary Action Appeal Form, available from the University website, with the Director of Student Services within 14 days of the decision and state the reasons for the appeal.

4. The Director of Student Services will convene an ad hoc grievance committee (comprised of at least two students and both academic and non-academic University employees). 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 or her.

5. The ad hoc grievance committee will investigate the complaint to include interviewing the student and other investigation to satisfy the committee as it comes to a decision.

6. Students who are determined to have violated a University policy or regulation may face disciplinary action. The Director of Student Services 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 the University 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.

Guidelines for Complaints Which Fall Outside of Due Process

1. Any verbal complaints made to staff or faculty member that fall outside of due process (i.e. complaints by non-faculty or staff) will be directed to the appropriate administrator. The complaint shall be documented and maintained for a minimum of one year. If the issue is not resolved, the complainant shall be directed to file a formal written complaint.

2. All formal written complaints filed shall contain the name and/or names of the person(s) making the complaint and a clear statement explaining the nature and circumstances of the complaint along with any other supporting documentation. This shall be submitted to the appropriate administrator. The administrator will investigate the complaint, document all findings and communications and notify the complainant of any decisions and/or actions within 30 days. The complainant can appeal the decision if desired.

3. If the complainant desires to appeal the administrator’s decision, the written complaint can then be filed with the EVPAA/Provost, or the President of the University. Decisions made by the President of the University are final. If the complainant is unsatisfied with any decision of the President of the University, he or she may contact the institutional accrediting agency through which the University is accredited (Northwest Commission on Colleges and Universities, NWCCU) or any appropriate programmatic accreditor.

Information on Registering a Complaint with a State

The University makes every effort to assist students in meeting their educational goals. We offer internal dispute resolution options by thoroughly investigating the facts relating to a student concern or grievance. Additional resources are available at the following state agencies:
Netiquette Guidelines

(Adapted from St. Louis University Netiquette Policy)

Netiquette is a term derived from the words "Internet Etiquette" or "Network Etiquette" which describes the use of proper manners when communicating online. Internet etiquette should be used in all areas of electronic communication including electronic mail, chatting, blogging, forums, message boards, and so on. Be courteous and respectful and always remember the “Golden Rule”. The following are Netiquette Guidelines that RMUoHP suggest be used for online communication.

1. **Maintain a scholarly voice.** All academic communication (including emails) should be well-written, thoughtful, and checked for errors (spelling, punctuation, etc.). Be aware that some faculty will require Forum postings in APA or AMA format.

2. **Think of your comments as printed in the newspaper.** Your online comments will be seen, heard and remembered by others, therefore think before you post. Before you make an emotional, outrageous, or sarcastic remark online, think about whether or not you would care if it was seen in your local newspaper.

3. **Be polite and professional.** When communicating online, it can be difficult to gauge a writer's emotion. Unless a web camera or microphone is used, the writer's expression or emotion is difficult to determine. Use positive language and ask others to clarify messages for better understanding when needed. Avoid the use of CAPITAL LETTERS, excessive exclamation points (!!!), acronyms, and emoticons (;D) in your academic communications.

4. **Avoid negativity.** You can challenge ideas and the course content, but avoid becoming negative online. When you choose to disagree, disagree politely. When you disagree politely, you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.

5. **Don't disrupt.** Online dialogue is like conversation. If there is a dialogue or train of thought going on, join in, add to it, but, if you have something entirely different to bring up, wait or post it in another thread.

6. **Obey copyright laws.** Do not steal other people’s work, ideas, or arguments. Include references, avoid sweeping generalizations, and support your statements/discussion with the literature.

7. **Help Internet Newbies.** Be patient and helpful with others during online communication. Remember everyone was a novice user at one time or another.
Program Information

Doctor of Clinical Science in Speech-Language Pathology (SLP)

Overview

The Doctor of Clinical Science in Speech-Language Pathology (SLP) limited-residency program develops evidence-based clinician with advanced clinical skills who can critically evaluate the literature and participate in the research process through identification of best practice and apply that to independent clinical research.

The Doctor of Clinical Science (ClinScD) in Speech-Language Pathology is designed to prepare professionals focused on developing scientifically-trained and clinically-experienced master speech pathologists as leaders and change agents by providing broad knowledge of social, political, and economic forces at work in society. Graduates of this program will increase their contribution to healthcare through the knowledge and skills developed through active use and integration of research and concepts of evidenced-based practice, clinical quality improvement, organizational development, leadership and advocacy.

Educational Strategies

1. Lectures presented by instructors to students via screencast/video, so that students have access to them at any time of day (i.e., utilizing asynchronous communication).

2. Readings assigned by instructors on relevant academic topics. Readings may be based on textbooks, but may also include a wide variety of other sources such as journal articles, monographs, blog posts, and Internet sites.

3. Forum discussions in which students respond to written queries of instructors by writing a relevant response such as (a) analyzing or explaining the subject/topic, (b) providing associated examples, or (c) generating relationships among the various points of the discussion.

4. Individual projects, in which students complete instructions provided by the instructor, but do so individually rather than in groups. These projects can vary greatly in terms of time and complexity from, for example, from writing a 1-page summary to conducting scholarly project based on an independent evidence-based practice investigation.

5. Small group projects, in which students complete instructions provided by the instructor, but do so in groups rather than individually. As with the individual projects, small group projects can vary greatly in terms of time and complexity. The focus of small group projects may be either the development of professional knowledge/skills or the development of collaborative learning skills.

6. Group discussions involving real-time (i.e., synchronous) oral and/or written communication involving multiple students, either with or without the instructor present, during which relevant academic topics are discussed.

Degree Completion Deadline

The degree completion deadline for the Doctor of Clinical Science in Speech-Language Pathology (SLP) limited-residency program is four years from the first day of enrollment.
Post-Baccalaureate Doctor of Nursing Practice (FNP) and Post-Master’s Doctor of Nursing Practice (DNP)

Overview

The Doctor of Nursing Practice (DNP) limited-residency degree program is designed to prepare graduates for advanced clinical practice and leadership roles. Two tracks are offered including the post-baccalaureate entry focusing on Family Nurse Practitioner (FNP) competencies and a post-master’s entry.

The mission of the DNP program is to prepare advanced nursing clinical leaders able to affect change through system redesign and evidence-based decision making in a variety of clinical settings. Designed to prepare graduates for advanced clinical practice and leadership roles, program graduates will process the skills necessary to assume a broad range of roles in both direct and indirect health care settings. Consistent with the recommendation from the Institute of Medicine report on Health Professions Education (2002), graduates will become proficient at delivering patient-centered care, work as part of interdisciplinary teams, practice evidence-based care, focus on quality improvements and effectively utilize information technology.

The 90-credit curriculum of the post-baccalaureate FNP program and the 46-credit curriculum of the post-master’s DNP program will use the limited-residency model of the University’s current DNP program and other post-professional programs. Nationally recognized standards and competencies were used to develop the curriculum which will integrate online learning with carefully selected experiences in areas close to where students reside. A required scholarly project, with a focus on applying best current evidence to transform systems, culminates the student’s application of doctoral level thinking.

Post-Baccalaureate DNP (FNP):
The Essentials of Doctoral Education for Advanced Practice Nursing (American Association of Colleges of Nursing (AACN), 2006), the Domains and Core Competencies (National Organization of Nurse Practitioner Faculties (NONPF), 2012), and the Criteria for Evaluation of Nurse Practitioner Programs, 4th edition (National Task Force on Quality Nurse Practitioner Education, 2012) were used to frame the requirements of the FNP track. The course sequencing and prerequisites were designed to promote development of competencies. The program is designed to prepare nurses to deliver primary health care to families in a variety of settings. Students follow patients through the life cycle utilizing obstetric, pediatric, gynecologic, as well as adult and geriatric primary care diagnostic and management skills. The clinical experiences are supported by preceding or concurrent didactic content. Successful graduates of this program would be eligible to obtain licensure as an advanced practice registered nurse (APRN), nurse practitioner, with a population focus of family.

Post-Master’s DNP:
The post-master’s DNP program helps prepare nurses to assume greater practice and leadership roles within a healthcare organization. The Essentials of Doctoral Education for Advanced Nursing Practice for DNP programs (Commission on Collegiate Nursing Education, 2009) and the Practice Doctorate NP Competencies (NONPF, 2012) are the underpinnings for the requirements of the post-master’s program. The courses are designed to prepare the graduate to influence health and social policy for diverse populations in a variety of settings. A higher level 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.

Educational Strategies

1. Didactic education with emphasis on the clinical application of best practices.

2. Understanding of the application of research and the research process in the clinical setting.

4. Directed advanced clinical, health science, educational, or research application experience in supervised and mentored settings.

5. Completion of an original system change scholarly project.

**DNP Scholarly project**

The scholarly project is designed as a unique learning experience, providing the DNP student with an opportunity to explore an evidence-based system change in an area of interest. The culminating scholarly project at the completion of didactic coursework combines the application of theory with the best available evidence at the point-of-care to accelerate improvement in healthcare activities and processes. The scholarly project is conducted under the supervision of a clinical mentor and the university scholarly project coordinator and the results are presented on campus at the scholarly project defense. Scholarly project guidelines are available on the University website.

*Continuous Enrollment Requirements are as follows:*

1. Each student will enroll in the didactic courses for his/her doctoral program according to the program curriculum and the semester schedule in effect at the time of enrollment.

2. At the end of DNP 670 (DNP) or DNP 740 (FNP), the DNP student will enroll in the four-credit CC 811 “Doctoral Residency” course for the next semester (CC 811A) and for each semester (CC 811B, etc.) thereafter until the completion of the scholarly project. In order to register for 811, students must also be within the maximum timeframe for program completion (see Policy 1255). The scholarly project is considered complete when the student is cleared for graduation. CC 811 does not require physical attendance on the University campus except for presenting their scholarly project findings.

Partial semester enrollment is not available. Students must maintain continuous enrollment with the University and be financially current with the University (or have made alternate arrangements with the University Finance Office) to enroll for each succeeding CC 811 course. Students who exceed the maximum time frame for their respective program and have successfully received an extension from the EVPAA/Provost [or the Hearing and Resolutions Committee if commissioned by the EVPAA/Provost] will be required to enroll in CC 811 courses during each four-month period for the length of their extensions. Students who do not maintain continuous enrollment are subject to disciplinary action up to and including dismissal from the program.

**Degree Completion Deadline**

The degree completion deadline for the Post-Master’s Doctor of Nursing Practice program is four years from the first day of enrollment. The degree completion deadline for the Post-Baccalaureate Doctor of Nursing Practice program (FNP) is six years from the first day of enrollment.

**Post-professional Doctor of Occupational Therapy (OTD)**

**Overview**

The post-professional Doctor of Occupational Therapy (OTD) limited-residency degree program is designed for professional occupational therapists, to augment the knowledge, skills, and behaviors attained in earlier professional educational programs. This new knowledge will prepare graduates for the complex healthcare practice settings which have emerged in the new century.

The primary purpose of the OTD program is to raise the knowledge base of practicing occupational therapists to equal that of the new entry-level OTD degree. The OTD program will broaden the student's perspective to include current topics such as occupation-centered theory and practice, evidence-based decision-making, the Occupational Therapy Practice Framework, and occupational science. In addition, the program will highlight
the areas of marketing and administration, educational techniques, and applied research to ensure excellence in the field of occupational therapy.

The program also offers elective tracks which provide additional depth and expert guidance in the areas of Aging, Administration and Practice Management, Education, Hand Therapy, Pediatric Science, and Work and Health.

A minimum of 31 graded credit hours is required for successful completion of the OTD degree. The OTD program schedules and course requirements are outlined in the respective cohort curricula, which are published on the University website.

Educational Strategies
1. Didactic education with emphasis on the clinical application of best practices.
2. Understanding of the application of research and the research process in the clinical setting.
4. Completion of an integrated project emphasizing the Occupational Therapy Framework and foundations (OTD).

Degree Completion Deadline
The degree completion deadline for the Doctor of Occupational Therapy program is four years from the first day of enrollment.

Doctor of Philosophy (PhD) and Doctor of Science (DSc)

Overview
The Doctor of Philosophy (PhD) and Doctor of Science (DSc) limited-residency degree programs are designed for healthcare practitioners with master's degrees or other doctorates to pursue post-professional, advanced didactic study, clinical practice, and research in various health science fields.

The PhD and DSc degree programs are designed to integrate 24-28 months of on-site classroom activity, distance learning, and independent study with creation of original research, which is the main emphasis of the degree program (with the goal of publishing in peer-reviewed journals). A minimum of 75 (Doctor of Philosophy) or 65 (Doctor of Science) credit hours is required for graduation. Applicants must hold a master’s degree or doctorate to enroll. Each PhD or DSc program specialty has some variation within the credit units required for each degree component; however, the general curricular format is as follows:

Didactic Education (53-57 credits):
Students engage in didactic study, laboratory study, independent study, and online study for six to eight semesters. These semesters include on-site immersion sessions, with the bulk of study completed from the home location.

Qualifying Examination:
Successful completion of a qualifying exam is required of all PhD and DSc students. A student may take the specialty portion of the qualifying exam when all didactic course work is completed (grades posted to the transcript, and a cumulative GPA of at least 3.0 achieved) and there are no outstanding Incomplete (I) or In Progress (IP) grade designations in the academic record. However, the student may take the core exam when all core courses have been successfully completed. The student must be current in his or her University
financial accounts. The practicum does not have to be completed before the student takes the qualifying exam. Both the core content and professional program exams must be completed within 6 months from the last day of the final didactic semester or within 6 months from the satisfaction of outstanding I or IP grade designations.

The exam covers both core content (20%) and professional program content (80%). Several hours are allotted for the core and professional program portions of the exam. The two portions of the exam may be given on separate days, based upon the discretion of the PD. The student must pass both the professional content 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 or 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 successfully appealed) or requested an extension, he or she is considered academically dismissed from the graduate program.

Candidate Status:

Once a PhD or DSc student has successfully completed the qualifying examination, he or she is advanced to candidacy status, contingent on the recommendation of the PD and with approval of the EVPAA/Provost. The student is notified in writing of this advancement to candidacy by the EVPAA/Provost.

Practicum and Dissertation (12-18 credit minimum):

In some programs, students may participate in an applied practicum (practice/education/research) in their area of professional study, for a minimum of 50 contact hours per credit hour of practicum. This will be completed under the direction of the PD or designated, University-approved adjunct faculty. The number of credit hours and methods required are dependent upon the student's objectives, and are determined by the PD within the constraints of the published curriculum. Dissertation research can be started at the completion of all didactic coursework (or upon the direction of the PD). The dissertation is discussed at length later in this handbook.

The PhD and DSc program schedules and course requirements are outlined in the respective cohort curricula, which are published on the University website.

Educational Strategies

1. Didactic education with an emphasis on a research core as well as specific health science educational learning.
3. Foundation in the analysis and critique of scientific literature.
4. Directed advanced clinical, health science, educational, or research experience in supervised and mentored settings.
5. Grounding in research design and bio-medical statistics.
PhD Practicum

Some PhD degree programs offer a practicum experience which provides a unique professional experience in community settings that relate to a student’s field of study. During the practicum experience, individuals selected for their specific areas of expertise mentor students for a minimum of 50 contact hours per credit hour of practicum. The practicum is completed under the direction of the PD or designated University-approved adjunct faculty. The number of credit hours and methods required are dependent upon the student’s objectives, and are determined by the PD within the constraints of the published curriculum. Paperwork required to post completion of the practicum includes the practicum contract, detailed log forms signed by the student’s practicum mentor to verify his/her hours, the practicum completion form, and the practicum review survey reflecting on the experience. These forms are available on the University website.

DSc/PhD 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 rigorous methodology. All students in DSc and PhD programs must complete a dissertation that is evidence-based and academically rigorous. The dissertation is conducted under the supervision of a dissertation committee consisting of a chairperson and a minimum of two additional members. One committee member must be an RMUoHP faculty member. A dissertation proposal is presented and defended before the student’s committee prior to commencement of dissertation research and IRB processes completion. Following completion of the research effort, a dissertation final defense is presented before the dissertation committee at a seminar open to the general public. While the dissertation committee chairperson must be physically present at both the dissertation proposal defense and dissertation final defense, the remaining dissertation committee members do not need to be physically present at these events. However, students are strongly encouraged to have all committee members physically present at both events. An additional, important expectation is for students to submit their dissertation research for peer-review in scientific journals. The required guidelines and forms for the dissertation are available on the University website.

Continuous Enrollment Requirements are as follows:

1. Each student will enroll in the didactic courses for his/her doctoral program according to the program curriculum and the semester schedule in effect at the time of enrollment.
2. At the end of the final didactic semester:
3. The PhD student will enroll in the nine-credit CC 899, “Doctoral Dissertation” course for two consecutive semesters (CC 899A and CC 899B). CC 899 does not require physical attendance on the University campus.
4. The DSc student will enroll in the six-credit CC 833, “Doctoral Dissertation” course for two consecutive semesters (CC 833A and CC 833B). CC 833 does not require physical attendance on the University campus.
5. At the end of CC 899B, the PhD student will enroll in the four-credit CC 844, “Dissertation Residency” course for the next semester (CC 844A) and for each semester (CC 844B, etc.) thereafter until the completion of the 1) minimum number of required program credits and 2) doctoral dissertation is completed. The doctoral dissertation is considered complete when the student is cleared for graduation. CC 844 does not require physical attendance on the University campus. In order to register for 844, students must also be within the maximum timeframe for program completion (see Policy 1255).
6. At the end of CC 833B, the DSc student will enroll in the four-credit CC 877, “Dissertation Residency” course for the next semester (CC 877A) and for each semester (CC 877B, etc.) thereafter until the completion of the 1) minimum number of required program credits and 2) doctoral dissertation is completed. The doctoral dissertation is considered complete when the student is cleared for graduation. CC 877 does not require physical attendance on the University campus. In order to register for 877, students must also be within the maximum timeframe for program completion (see Policy 1255).
Partial semester enrollment is not available. Students must maintain continuous enrollment with the University and be financially current with the University (or have made alternate arrangements with the University Finance Office) to enroll for each succeeding CC 833, 844, 877, or 899 course. Students who exceed the maximum time frame for their respective program and have successfully received an extension from the EVPAA/Provost [or the Hearing and Resolutions Committee if commissioned by the EVPAA/Provost] will be required to enroll in CC 844, or 877 courses during each four-month period for the length of their extensions. Students who do not maintain continuous enrollment are subject to disciplinary action up to and including dismissal from the program.

Degree Completion Deadline

The degree completion deadline for the Doctor of Science and Doctor of Philosophy programs is eight years from the first day of enrollment.

Entry-level Doctor of Physical Therapy (DPT)

Overview

The entry-level Doctor of Physical Therapy (DPT) residential degree program is designed to prepare the graduate to be eligible for licensure and entry into the physical therapist profession. The mission is to provide a student-centered education that prepares graduates for socially responsible, outcomes-oriented, evidence-based, autonomous and collaborative physical therapy practice.

The DPT program strives to attract a dynamic and diverse faculty who possess a common desire to shape the physical therapists of tomorrow by modeling both clinical and teaching excellence. By design, the DPT program plans on expanding on the progressive model of the University by incorporating advances in technology and educational theory in the development and implementation of its programs. RMUoHP recognizes that even with the best technology and curriculum, the heart and soul of the program is the student. The program caters to highly motivated students who wish to be active participants in their education.

In keeping with both the University and Program Missions, RMUoHP graduates are prepared to enter the physical therapy workforce as skilled and ethical members of the healthcare community.

The course sequence flows from the mission, philosophy, and goals of the DPT program, and is designed to facilitate the education of the students. The curriculum outline, list of courses, and course descriptions are located on the RMUoHP website. The program is a campus-based program consisting of 8 continuous semesters of classroom and clinical experiences.

Educational Strategies

1. A learner-centered model of education, where students are actively involved in the teaching/learning process.
2. As the program progresses, teacher-student collaboration in the educational process increasingly encourages students to take responsibility for their own learning, discovery, and application of new knowledge and skills.
3. Mentoring by faculty that encourages critical reflection.
4. Didactic and clinical education built on the students’ existing knowledge base, progressing from simple to complex conceptualization and advancing from concrete to abstract analysis.
5. Student development of core values and skills is enhanced through appropriate faculty interaction and modeling of professional behaviors and attitudes.
6. Assessment of student learning and preparation for clinical practice as an intentional and integrated component of student learning.
Degree Completion Deadline

The degree completion deadline for the entry-level Doctor of Physical Therapy program is four years from the first day of enrollment.

Program-Specific Policies

All DPT program policies can be found in the DPT Student Handbook located on the website at https://rmuohp.edu/academic-affairs/general-student-information-forms/. Where discrepancies exist between program and University policies, program policy takes precedence.

Transitional Doctor of Physical Therapy (tDPT)

Overview

The transitional Doctor of Physical Therapy (tDPT) limited-residency degree program is designed for professional physical therapists, to augment the knowledge, skills, and behaviors attained in earlier professional educational programs. This new knowledge will prepare graduates for the complex healthcare practice settings which have emerged in the new century.

The tDPT program is designed to provide meaningful, obtainable, and affordable post-professional education while meeting American Physical Therapy Association (APTA) competencies that facilitate the development of the 21st century physical therapist practitioner. The post-professional transitional clinical doctorate program in physical therapy, as defined by the APTA, should "provide post-baccalaureate physical therapists with opportunities to augment knowledge, skills, and behaviors attained in initial professional education." The goal of RMUoHP is to address the public's need for high quality physical therapy service by providing practicing clinicians with opportunities to develop knowledge, skills, and behaviors commensurate with contemporary evidence-based practice and educational standards.

The program also offers the Pediatric Science elective track, which provides additional depth and expert guidance in that area.

A minimum of 22 graded credit hours is required for successful completion of the DPT degree. The tDPT program schedules and course requirements are outlined in the respective cohort curricula, which are published on the University website.

Educational Strategies

1. Didactic education with emphasis on the clinical application of best practices.
2. Understanding of the application of research and the research process in the clinical setting.
4. Completion of a peer-reviewed and referenced case report manuscript on a pre-approved topic (tDPT).

Degree Completion Deadline

The degree completion deadline for the transitional Doctor of Physical Therapy program is three years from the first day of enrollment.
Master of Physician Assistant Studies (MPAS)

Overview

The Master of Physician Assistant Studies (MPAS) residential degree program is designed to qualify students for, and prepare them to successfully pass, the Physician Assistant National Certifying Examination (PANCE). National certification is a requirement for obtaining licensure by all 50 states.

The mission of Rocky Mountain University of Health Professions (RMUoHP) Physician Assistant (PA) Program is to educate competent physician assistant graduates who value and provide comprehensive, evidence-based, patient-centered care and who are committed to lifelong-learning, professional growth, and collaborative practice.

The vision of the RMUoHP PA Program is to:
- foster a culture of growth mindedness, unity of purpose, collegiality, and insatiable thirst for learning,
- deliver a richly balanced, application-based curriculum centered on critical principles of health and disease,
- graduate self-reflective professionals with adept clinical reasoning skills and keen sensitivity to unique patient needs, and
- empower graduates to become digitally literate clinicians possessing advanced knowledge of information technology and collaborative networking skills.

The PA Program is a 28-month campus-based program emphasizing an experiential learning curricular design. A variety of pedagogical approaches will be employed beyond standard lecture, including case-based, problem-based, and team-based learning. Beginning early in the didactic phase, students will be challenged to work through simulated clinical experiences with standardized patients (actors trained to portray specific patient presentations). These experiences will include presenting cases orally to faculty members acting as supervising practitioners and developing comprehensive notes with detailed assessments and management plans. Moreover, a full-time clinical rotation will break up the didactic phase of the program, enabling students to approach the remainder of their didactic material with a newly formed clinical perspective prior to concluding the program with nine full-time supervised clinical practice experiences.

Educational Strategies

1. Substantial percentage of classroom exercises consisting of collaborative learning methods to reflect the changing nature of medical practice in employing a team approach to patient care.
2. High fidelity experiential learning simulations using trained actors as standardized patients challenging students to work through real-world clinical scenarios.
3. Formal mentor-mentee groups led by experienced faculty to guide students in their professional development and facilitate tacit understanding of collegial interpersonal dynamics.
4. Mixed methods approach to assessment encouraging and reinforcing educational efforts across all learning domains—cognitive, metacognitive, psychomotor, and affective.
5. Variety of teaching methods employed beyond traditional lecture, including but not limited to case-based, problem-based, team-based and self-reflective learning.
6. Continual focus on developing skills to quickly access, accurately interpret, and apply high-quality, evidence-based information for unique patients at the point of care.
7. Clinical year project focused on developing reflective practice habits, including self-assessment, improvement planning, and consistent implementation of changes based on the medical literature.

Degree Completion Deadline

The degree completion deadline for the Master of Physician Assistant Studies program is five years from the first day of enrollment.

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Program-Specific Policies

All MPAS program policies can be found at the following link: http://rmupap.github.io/program-policies/. Where discrepancies exist between program and University policies, program policy takes precedence.

Master of Science in Health Science (MSHS)

Overview

The Master of Science in Health Science (MSHS) limited residency degree program is designed for healthcare practitioners with bachelor's degrees to pursue post-professional, didactic study, professional practice, and research in various health science fields.

The Master of Science in Health Science is for bachelor’s prepared individuals who are employed as strength coaches, personal trainers, certified athletic trainers, military personnel, coaches and physical educators, and others who are interested in pursuing an advanced degree related to their respective professions.

Three tracks are currently offered in the program and provide the opportunity for individuals to focus on pediatric exercise science, rehabilitation science, and sports performance. The pediatric exercise science track is geared for those individuals interested in becoming specialists in developing appropriate physical activity plans for inactive children who could benefit from enhanced health- and skill-related fitness. The rehabilitation science track is suited for individuals who have a desire to advance their knowledge focusing on evidence-based approaches to athletic training, physical therapies, and injury prevention and recognition. The sports performance track is suited for individuals who have a desire to increase their exercise science knowledge focusing on strength and conditioning/sport performance.

The central element of the program is the completion of a thesis or capstone project that incorporates best practice and knowledge in the area of the concentration. Exercise physiology, strength and conditioning, nutrition, injury prevention and recognition courses provide a complimentary foundation. The curriculum is designed to increase the student’s abilities to identify best practice built on evidence-based decision-making. The pedagogy emphasis affords students an interactive environment focusing on the designing of learning for individuals across the lifespan.

The program is designed for students to continue professional work obligations during the 12-month didactic portion of the program while completing three semesters; two semesters require attendance on campus for discussion, demonstration, and presentations. There are two options to complete each degree program. The first is an internship (practicum) followed by comprehensive examinations and a capstone project. Students will need to return to campus to defend their capstone projects during their fourth semester. The second option is to complete a master's thesis. Students will work with their program director to assemble a committee to help mentor and facilitate the research process. The thesis option is ideal for students interested in continued graduate study in their respective field of study. The non-thesis option would be appropriate for students more interested in advancing their education as well as their careers as practitioners.

Educational Strategies

1. Didactic education with an emphasis of an introductory research core as well as specific health science educational learning.
3. Directed advanced sport performance or pediatric exercise science internship experience or
4. Directed introductory sport performance and pediatric exercise science research experience.
Degree Completion Deadline

The degree completion deadline for the Master of Science in Health Science program is three years from the first day of enrollment.
Admissions

Admissions materials and requirements for all RMUoHP degree programs may be accessed via the Admissions website at [http://www.rmuohp.edu](http://www.rmuohp.edu) or via the Admissions Office. To be eligible for most degree programs, an applicant must demonstrate a previous record of successful academic achievement, clinical experience, and the motivation to pursue graduate level education. The Master of Physician Assistant Studies program is eligible to issue student visas to qualified students. All other programs require students to be a U.S. citizen or resident.

Clinical Education Requirements

Clinical rotations and internships are part of the curriculum and may require that a student temporarily relocate. The student is responsible for the cost of the travel and other associated expenses.

Foreign Educated Applicants

A foreign-educated applicant is defined as an applicant who has been educated outside the United States (U.S.). Applicants who have completed coursework and/or obtained a degree from an educational institution outside the U.S. are required to have their educational credentials evaluated by a National Association of Credential Evaluation Services (NACES) certified U.S. equivalency reporting agency. A degree equivalency evaluation and a course-by-course evaluation to determine the GPA is required.

Examples of certified credentialing service include:

- [World Education Services](http://www.worldeducation.org)
- [Education Credential Evaluators](http://www.ece.org)
- [International Consultants of Delaware, Inc](http://www.icdl.com)
- [International Education Research Foundation](http://www.ierf.org)

A foreign-educated applicant may be required to submit a TOEFL score of at least 89 for the internet-based exam; must be taken within 2 years of application. This is a requirement for all applicants for whom English is not an official native language. When taking the TOEFL, students should use code 5751 to have results sent directly to the University.

Additionally, to be eligible for most degree programs, an applicant must be a U.S. citizen or resident.

Deadlines for Applications

Application deadlines vary by program. A complete application must be postmarked by the application deadline.

Program Cancellation or Postponement

The University reserves the right to cancel or postpone a program prior to the published start date.

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 applicant does not enroll.

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.

Notice of Admissions Acceptance or Denial

Completed application materials received by the application deadline will be reviewed by the program’s Admissions Selection Committee and a letter regarding the admissions decision will be sent to the applicant from the Admissions Office. Inquiries are welcome and encouraged if an applicant has questions relative to the completeness of the file. All admission decisions are final.

Admissions Review Committee

The Admissions Review Committee (ARC) is comprised of representation from the professional disciplines of the University’s programs. If an applicant does not meet the minimum requirements for admission, but is deemed worthy of consideration for admittance by the PD, then the PD may request through the VPAA/VP an ARC review. The ARC will review specific criteria and may uphold the Committee decision or make recommendations for provisional admittance. For the latter, specific criteria that must be met to achieve full-time active student status must be established. The decision of the ARC is binding.

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 Registrar to receive faculty member and PD permission. The student does not receive graded credit for participation in the course but will receive an AC (Audit Course designation) on his or her transcript. Tuition for auditing courses at RMUoHP is equal to 50% of the regular course tuition.

Transfer of Credits

Transfer credit will be awarded consistent with University guidelines for a course equivalent to a University course. Transfer credit analysis is preferred at acceptance to a program. With extenuating circumstances, students may transfer applicable credits within eight weeks prior to the semester start. Total credits are limited to no more than 25% of the minimum credits required for completion of a specific degree program. Only credit units are transferred. Grades do not transfer and RMUoHP does not use grade points earned at other institutions for purposes of computing cumulative University grade point averages.

Students must request that their transcripts be evaluated by completing the “Transfer Credit Evaluation Form” found on the RMUoHP website. The form is required for external transfer credit acceptance. Audits of internal transfer credit may be requested from the Registrar, who will submit a form outlining the student’s potential transfer courses for evaluation by the PD and Provost.

An initial evaluation will be completed by the Registrar and further assessment and a credit determination will be recommended by the PD. Final approval is made by the Provost.

Transfer credit from outside institutions may be accepted under the following conditions and stipulations:
1. The credit is from a course taken at or reviewed by an institution accredited by either a national or regional accrediting association or the American Council on Education’s College Credit guide.
2. Equivalent course based on the nature, level, credits, content and comparability of the course to University offerings by comparing course syllabus and catalog descriptions.

3. The student submits, for evaluation, course descriptions, syllabi, and textbooks or materials used in the course being evaluated for transfer credit.

4. An equivalent grade of "B-" or higher was earned.

5. Courses are preferred to have been completed within five years of acceptance into the program for which the hours are requested for transfer. However, the PD in conjunction with the Provost on occasion may accept credits older than five years if the course deliverables reflect current course outcomes.

Transfer credit within RMUoHP between programs may be accepted under the following conditions and stipulations:

1. Previous course work will be evaluated by the PD of the program the student has been admitted to, in order to determine the appropriateness of credit for transfer; for PhD and DSc core courses, evaluation by the VP of University Research is also required.

2. Equivalent course based on the nature, level, credits, content and comparability of the course to University offerings by comparing course syllabus and catalog descriptions.

3. An equivalent grade of "B-" or higher was earned.

4. Courses are preferred to have been completed within five years of acceptance into the program for which the hours are requested for transfer. However, the PD in conjunction with the Provost on occasion may accept credits older than five years if the course deliverables reflect current course outcomes.

Technology Requirements

Hardware:

- A reliable laptop computer:
  - PC Users: Windows 7, 8/8.1, 10
  - Mac Users: OS X 10.8 or higher
- A reliable, high-speed internet connection
- Computer headset (headphones and microphone)
- Webcam (built-in laptop camera or USB webcam)

Software:

- Microsoft Office software 2010 or later, including Word, Excel, and PowerPoint.
- If you have a Mac, you'll need the “Office for Mac“ version
- Adobe Flash Player 15 or later
- Adobe Reader 11 or later
- An Antivirus product installed and updated regularly

Literacy Basic computer and internet skills, to include:

- Opening of multiple windows concurrently, Internet searching, Using browsers
- Resources/Support for troubleshooting computer issues
- Competency using MS Office Suite (Word, Excel, & PPT)

Admissions Policies

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, disability, and military status. The University is also committed to providing equal access/opportunity in admissions, recruitment, course offerings, 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, and the Diversity and Disabilities Advisory Committee helps ensure that equal access and opportunity policies are followed.

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 director of admissions. Inquiries regarding federal laws and regulations governing equal access/opportunity 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, which provides that no otherwise qualified student with a disability 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 skills section 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 areas, including the student lounge, conference rooms, classrooms, laboratories, and main lobbies. Restrooms are equipped for individuals 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 the Americans with Disabilities Act of 1990 that provides comprehensive civil rights protection for “qualified individuals with disabilities.” Accordingly, RMUoHP makes all academic programs and services accessible to and useable by “qualified individuals with disability” in the most integrated setting appropriate, unless doing so would:

- Result in a fundamental alteration in the course or program that compromises the integrity of the course or program, or
- Case undue financial or administrative burdens.

Broadly defined by the Board of Trustees of RMUoHP, a “qualified individual with a disability” is one who:

1. Has a disability that substantially limits learning, including, but not limited to, physical and affective conditions as interpreted by current law, and
2. Has a documented record of such disability; or is perceived by others as having a disability.

It is the responsibility of the student who meets the definition of a “qualified individual with a disability” to request an appropriate accommodation through the Committee on Inclusiveness via the Student Services Office, if he/she believes his/her disability will interfere with his/her ability to successfully complete an academic program at RMUoHP.
Consistent with the mission of RMUoHP, the intent of each of the educational programs is to educate current and future healthcare professionals who can address the needs of the wide variety of individuals in current healthcare clinical, educational, and research 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 Student Services Office.

**Obtaining Program Modification for Students with Disabilities**

If a student meeting the definition of a “qualified individual with a disability” believes his/her disability will interfere with the ability to successfully complete an academic program at RMUoHP, a reasonable accommodation may be requested. The following describes the process for requesting an accommodation:

- A student should notify RMUoHP of his/her intention to request an academic accommodation by submitting a letter requesting a reasonable accommodation to the Student Services Office. Although students may request academic accommodations at any time, students needing accommodations should notify RMUoHP as soon as possible to ensure that RMUoHP has enough time to review their request and provide an academic accommodation, if appropriate. Students should not wait until after completing a course or activity or receiving a poor grade to request an academic accommodation and then expect the grade to be changed or to be able to retake the course.

- Along with the letter requesting a reasonable accommodation, the following documentation and information must be provided: (1) a narrative about the nature of the disability; (2) a statement regarding the specific type of accommodation that is being requested (e.g., extended test-taking time); (3) documentation confirming the diagnosis/disability from an objective professional qualified in the diagnoses of such condition/disability; and (4) an explanation and/or documentation regarding the individual’s present level of functioning in the areas related to the particular accommodation(s) being sought. All documentation submitted must be no older than three years.

- After the student has submitted the letter and official documentation, the Committee on Inclusiveness will determine if the requested accommodation is reasonable by considering the following factors: (1) whether the documentation submitted is adequate to support the requested accommodation; (2) whether the individual preparing the documentation is qualified to make the diagnosis at issue; (3) whether the requested accommodation will result in a fundamental alteration of the course or program that compromises the integrity of the course or program; and (4) whether the requested accommodation causes undue financial or administrative burdens.

- The student will then be informed in writing regarding the decision of the Committee on Inclusiveness. The disability officer of the Committee on Inclusiveness will coordinate all accommodations with the student’s faculty and other employees, as applicable. However, the student receiving accommodations is responsible for external coordination and any fees associated with the accommodation.

- In the event that the Committee on Inclusiveness does not grant the requested accommodation, the student may request a reconsideration of the decision once additional documentation supporting the student’s request for accommodation is submitted.

**Student Right-to-Know Act**

Because RMUoHP is a graduate school and whereby all students have prior collegiate experience, it is not required to disclose information pertaining to graduation, completion, and transfer rates. However, students or prospective students who wish to discuss this information may do so by contacting the Director of Admissions.
Financial Information

Tuition and Fees

Tuition and fees are payable in U.S. currency and are due on the published due date for each semester. The tuition due dates for each semester are included on the Academic Calendar, which is available on the University website. Program tuition and fees for 2016 are located on the University website. These rates may change without notice.

Methods of Payment

Tuition and fee payments may be made online through the secure University website by either direct bank account debit or by credit card. Payments may also be made by phone, by regular mail, or in person, with a check, credit card, or money order.

Late Payment Fees

Tuition payments that are received on or after a semester’s tuition overdue date, as published in the Academic Calendar, incur a late payment fee of $100.00. Payments toward a Deferred Tuition Payment Plan that are made after the 12th of the month incur a late payment fee of $25.00 plus interest.

Financial Hold

If a student’s tuition payment becomes overdue, the tuition and fees for all semesters the student has already attended to that date become immediately due and payable, and the student is placed on Financial Hold. Students who are on Financial Hold may not participate in their academic program; this means that a student on Financial Hold may not physically attend class on-site, access WebStudy, progress to the next semester, take a qualifying exam, perform recognized doctoral research, nor graduate until the cause of the Financial Hold is resolved with the University Finance Office. If the student withdraws or is dismissed from the University for any reason, the student’s account must be paid within 30 days or it may be referred to an outside agency for collection.

Financial Aid

The Financial Aid Office was established at RMUoHP to coordinate all financial aid assistance offered to students at the University. The philosophy of financial aid is to provide access and choice to students who, without such assistance, would not be able to attend an institution of higher learning.

Principles of Financial Aid

The staff at the University has adopted the following Principles of Student Financial Aid Administration:

1. The purpose of any financial aid program - institutional, governmental, or private - is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance.

2. Each University has an obligation to assist in realizing the national goal of equality of educational opportunity. The University, therefore, works with schools, community groups, and other educational institutions in support of this goal.

3. The University publishes budgets that state total student expenses realistically by including, where applicable, room and board, commuting expenses, personal expenses, and necessary travel.
4. Students are expected to contribute from their own assets and earnings, including appropriate borrowing against future earnings.

5. Financial aid is offered only after a determination that the resources of the family are insufficient to meet the student's educational expenses. The amount of aid offered does not exceed the amount needed to meet the difference between the student's total educational expenses and the family's resources.

6. The amount and type of self-help expected from students is related to the circumstances of the individual. In the assignment of funds to those students designated to receive financial aid, the largest amounts of total grant assistance go to students with the least ability to pay.

7. The University reviews its financial assistance awards on a semester-by-semester basis and adjusts them, if necessary, to reflect changes in the financial needs of students and the expenses of attending the institution. The University has an obligation to inform students of the financial aid reapplication policies for enrolled students at the time of the initial offer of financial assistance.

8. Because the amount of financial assistance awarded reflects the economic circumstances of students and their families, the University refrains from any public announcement of the amount of aid offered and encourages students and others to respect the confidentiality of this information.

9. All documents, correspondence, and conversations among aid applicants, their families, and financial aid officers are confidential and entitled to the protection ordinarily arising from a counseling relationship.

**Purpose of Financial Aid Office Policy and Procedures**

The purpose of the Financial Aid Office section of the University Handbook is to record policies surrounding the delivery of financial aid at The University. If no policy or procedure addresses a given issue, the Financial Aid Office staff is expected to use professional judgment based upon the intent of all financial aid programs and Office practices.

**Policy and Procedure Development Responsibility**

The Financial Aid Officer is responsible for establishing institutional policy development surrounding the delivery of financial assistance. Policy development adheres to federal and State laws and regulations as well as to the mission of the University. Financial Aid policy is reported to and approved by the VPF, when appropriate.

**Finance Office Operating Policies**

The following operating policies are designed to assure that the Finance Office is effective in carrying out its responsibilities:

1. All students must apply at least annually for financial assistance by submitting appropriate application forms to the US Department of Education (ED).

2. All funds available to the University for financial assistance shall be administered through the Financial Aid Office. When funds or awards for students are received from outside sources by other offices, that office will be required to notify the Financial Aid Office.

3. The Finance Office and Financial Aid Office shall maintain adequate records to ensure proper administration of aid funds. This includes ensuring that aid given is not in excess of need and/or the cost of attendance and that aggregate awards do not exceed total expenditures of funds under each program.

4. Selection of students to receive financial aid will be made without regard to age, sex, race, color, religion, sexual orientation, national origin, disability or marital status.

5. The Financial Aid Office and the Finance Office will be reasonably available via phone, email or in person during normal University business hours.
Financial Aid Reference Documents

The documents which are used to determine eligibility for Financial Aid include current regulations published in the Federal Register, Department of Education Guides (such as the Federal Student Financial Aid Handbook and Audit Guide), Dear Colleague Letters, financial aid legislation, and other laws or regulations that impact student aid. This information is available at www.ifap.ed.gov.

Title IV Financial Aid Programs and Requirements

The University participates in the Title IV Student Financial Aid Programs as an eligible Proprietary Institution of Higher Education. Eligibility documents are maintained in the Financial Aid Office. The Financial Aid Officer is responsible for tracking the expiration of the PPA and completing the Recertification process.

Program Eligibility

Almost all programs at the University meet the eligibility requirements for Title IV funding. See the Handbook for additional information the University’s educational programs.

Administrative Capability

The institution administers the Title IV programs in accordance with all applicable statutory and regulatory provisions. To maintain participation in Title IV programs, the University administers the programs adequately to ensure timely, compliant, and consistent administration of aid.

Administration

The Financial Aid Officer administers the Federal Student Aid (FSA) programs and coordinates the aid received from these programs. The Officer is aware of all other aid available and received to help properly package and effectively use the various types of student assistance.

To manage the aid programs effectively, the Financial Aid Office is supported by an adequate number of financial aid professionals, both at the institution and from outside sources as needed.

Responsibilities of Institutional Offices

To ensure that funds are properly managed, the administration of aid is delegated to various offices. The staff of the Financial Aid Office is responsible for verifying eligibility and approving payment. The Finance Office is notified of the approved payments and is responsible for applying eligible funds timely to the Student's account. The Finance Office also maintains any required reports that show funds were properly administered.

Separation of Duties

The University ensures that its administrative procedures for Federal Student Aid (FSA) programs include an adequate system of internal checks and balances. This includes the separation of functions of authorizing payment and disbursing or delivering funds so that no one person or office exercises both functions for any student receiving FSA funds.

The University has established internal controls to ensure that the authorizing and the delivering of funds are handled by distinct users and areas. The authorizing of funds is handled by the Financial Aid Office and the disbursing of funds is handled by the Finance Office.

Security measures are also in place to prevent systems access that would allow both functions to be performed by the same user. Users with access to authorize funds have view only access to the payment section and vice versa.
Records
The University maintains student records as required under the General Provisions and individual Title IV program regulations.

Required Electronic Processes
The University maintains optimal system configuration requirements as published by the Department of Education (ED). The University also utilizes the applications available to help administer FSA programs such as the Student Aid Internet Gateway (SAIG), National Student Loan Data System (NSLDS), and the Information for Financial Aid Professionals (IFAP).

Information Discrepancies
The University has developed and applied an adequate system to identify and resolve discrepancies in the information received from different sources with respect to a student’s application for Title IV aid. The University resolves discrepancies for all students, not just those selected for verification. Resolution includes determining what information is correct, and documenting findings in the student's file.

The University refers for investigation to US Department of Education’s Office of Inspector General (OIG) any credible information indicating that a Title IV aid applicant, school employee, or third-party servicer may have engaged in fraud or other criminal misconduct in connection with the Title IV programs.

The data that the University uses to identify and resolve discrepancies include:

- ISIR
- Documents submitted by the student
- Information contained in the school system
- Information used to establish eligibility
- Information provided by outside resources
- Information provided by other departments within the University

The University resolves conflicting information unless

- at the time of disbursement there was no conflicting information and
- all aid for period of enrollment has been disbursed, or
- the student is no longer enrolled at the University (and is not intending to re-enroll)

Conflicting information is resolved prior to the awarding and disbursing of aid occurs.

Reviews and Proceedings
ED will periodically conduct program reviews in addition to reviewing audits. The institution will arrange an annual compliance audit. State and accrediting agencies may also conduct periodic reviews of the Institution’s data.

The University provides the reviewing officials access to any records or documents necessary to complete the review. Throughout any review process, the University will cooperate fully with the independent auditor, the Department of Education, the Inspector General, and/or the appropriate State or accrediting agency.

Cohort Default Rates
To maintain the cohort default rate for Federal Stafford Loans made to students below the federal threshold, the University has adopted the Default Management plan provided by the Department of Education.
Financial Responsibility, Reporting, and Reconciliation

Annual Audited Financial Statements

The University annually submits audited financial statements to continue participation in the Federal Student Aid (FSA) programs. This submission includes the compliance audit results. The annual submission represents information on how the University meets the following requirements:

- Composite Score: maintains composite score of at least 1.5.
- Refund Reserve Standards: has a sufficient cash reserve to make the required refunds, including the return of Title IV funds.
- Returning Funds in a Timely Manner: meets all financial obligations, including making required refunds, including the return of Title IV funds and making repayments to cover Title IV program debts and liabilities.
- Current in Debt Payments: stays current in debt payments.

Reporting and Reconciliation

To ensure adequate checks and balance are in place for program administration, the University reconciles FSA program funds on a regular basis. Conducting frequent reconciliations allows for the proper management of FSA funds. This also ensures that the proper annual allocations are authorized accordingly based on utilized amounts.

National Student Loan Data System (NSLDS) Reporting Enrollment Status

NSLDS sends roster files through the Student Aid Internet Gateway (SAIG) mailbox. The University certifies the information and returns the roster within 30 days after receiving it. If the roster being submitted to NSLDS does not pass the NSLDS Enrollment Reporting edits, the discrepancy is resolved within 10 days of receiving the notification. Changes to a student's enrollment status (graduated or withdrawn) are reported through the roster process.

Within 60 days after the exit counseling session, The University provides the Direct Loan Servicing Center any updated information about: the borrower's name; address; references; future permanent address; Social Security Number; the identity and address of the borrower's expected employer, the address of the borrower's next of kin, and the borrower's driver's license number and state of issuance.

General Title IV Student Eligibility Requirements

To be eligible for Federal Student Aid (FSA) funds, a student must meet the criteria listed below. The University ensures that eligibility requirements are met before the awarding of aid occurs. A student must adhere to the following criteria:

- Be enrolled as a regular student in an eligible program.
- Not be enrolled simultaneously in elementary or secondary school.
- Have a high school diploma or its recognized equivalent (e.g., a GED).
- Have a valid Social Security Number with the Social Security Administration.
- Be a U.S. citizen or eligible noncitizen.
- Be registered with Selective Service, if required.
- Sign a Statement of Educational Purpose, which certifies that he or she will use federal student financial aid only to pay educational costs.
- Not be in default on a Title IV loan or, if in default, have made satisfactory repayment arrangements with the loan holder.
- Have not obtained loan amounts that exceed annual or aggregate loan limits made under any Title IV loan program.
- Not be liable for an overpayment of a Title IV grant or Federal Perkins Loan or, if liable, have made satisfactory repayment arrangements with the holder of the debt.
- Be making satisfactory academic progress (SAP).
- Not have property which is subject to a judgment lien for a debt owed to the US or, if subject to a judgment
lien, have made satisfactory repayment arrangements with the debt holder.
- Not have been convicted of an offense involving the possession or sale of illegal drugs that occurred while enrolled and receiving Title IV aid.
- Have completed repayment of funds to either ED or the holder of a loan, as applicable, if the student has been convicted of, or pled nolo contendere or guilty to, a crime involving fraud in obtaining Title IV aid.

Students must complete the Free Application for Federal Student Aid (FAFSA) and have the results sent to the University via the Virtual Financial Aid Office (VFAO). Once the results are received by the University, they are reviewed to ensure that the student meets all eligibility criteria. If a student is deemed ineligible due to one of the above issues, the Financial Aid Office staff will inform the student of the issue so that the student can work towards resolution.

If the student meets the eligibility criteria for federal financial aid and all the required documents have been received, he/she is then awarded federal financial aid funds.

Transfer coursework is not used to calculate the GPA or SAP but is used to establish grade level for loan eligibility. Credit evaluations from unofficial transcripts are accepted to determine loan eligibility.

**Federal Aid Programs Offered by Rocky Mountain University of Health Professions**

Students attending all programs at the University who qualify are eligible to receive funds under the Federal Direct Loan Program (FDLP). Students accepted for enrollment at the University may apply for unsubsidized and Graduate PLUS loans under the FDLP.

**William D. Ford Federal Direct Stafford Loan Program and Direct PLUS Loans**

The William D. Ford Federal Direct Stafford Loan Program (DL) provides low-interest, deferred-payment loans to undergraduate and graduate students who demonstrate financial need. These loans assist students with educational expenses. Two types of loans are offered: unsubsidized and Grad PLUS. The total of all aid may not exceed the Cost of Attendance (COA) for the loan period.

Students apply for Federal Direct Loans by completing the Free Application for Federal Student Aid (FAFSA), the University Financial Aid Application, and the Master Promissory Note (MPN). All first-time University borrowers must also complete entrance counseling prior to receiving loan funds. All students who have had DL loans disbursed while attending the University must complete exit counseling prior to graduation. Those borrowers who terminate attendance by means other than graduation or those who were not able to participate in exit counseling sessions will be contacted and informed of loan responsibilities in writing. All borrowers may also complete the required entrance and exit counseling online.

All programs at the University are at least an academic year in length. If a student is enrolled in a program with a final period of study that is shorter than an academic year, the loan award will be prorated accordingly. Annual and Aggregate loan limits are as follows:

<table>
<thead>
<tr>
<th>Annual Loan Limits** Unsub Loans</th>
<th>Total (Unsubsidized)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate and Professional (all years)</td>
<td>$20,500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aggregate Limits for *Sub/Unsub Loans</th>
<th>Subsidized</th>
<th>Total (Subsidized and Unsubsidized)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate and Professional (all years)</td>
<td>$65,500</td>
<td>$138,500</td>
</tr>
</tbody>
</table>

*Subsidized funds were available to graduate students up until June 30, 2012. As of July 1, 2012, only unsubsidized funds are available.

**Please note that “Annual” in financial aid terms means “every two semesters.”

2016 University Handbook
Non-federal Educational Loans

If an institution or any institution-affiliated organization provides information regarding a private education loan from a lender to a prospective borrower, the institution or institution-affiliated organization also must provide the following disclosures regardless of whether a preferred-lender arrangement exists (this information is available in Finance Office):

- Private Education Loan Application Self-Certification Form
- Information required under section128(e)(1) of the Truth in Lending Act (TILA) for private education loans
- A notice that:
  - the borrower may qualify for loans or other assistance under the Title IV programs.
  - the terms and conditions of loans under the Title IV programs may be more favorable than those of private education loans.

Additional Student Consumer Information Requirements

Entrance Counseling

The University ensures loan entrance counseling is conducted online at our Virtual Financial Aid Office (VFAO) website (https://rmuohp.vfao.com), before a borrower takes out a loan. The interview includes the following:

- an explanation of the use of a master promissory note (MPN)
- the importance of repayment obligation
- a description of the consequences of default
- sample repayment schedules
- information in reference to a borrower’s rights and responsibilities
- other terms and conditions

Students applying for financial aid must attend an online Entrance Counseling Session before loans may be disbursed. Once students complete the Entrance Counseling Session and complete the VFAO Interview, the Financial Aid Office will process for approval.

Exit Counseling

The University ensures loan exit counseling is conducted online prior to a student’s graduation or withdrawal. The students will be notified to complete the exit counseling session provided by Department of Education’s National Student Loan Database System at http://www.nslds.ed.gov/nslds_SA/. Once the student completes the exit counseling the financial aid office will then finalize the student’s Title IV exit process. The interview includes the following:

- an explanation of the use of a master promissory note (MPN)
- the importance of repayment obligation
- a description of the consequences of default
- sample repayment schedules
- information in reference to a borrower’s rights and responsibilities
- other terms and conditions

Application and Forms

There are a number of forms and documents required to apply for Title IV student assistance. The primary application is the FAFSA. Students apply for a Personal Identification Number (PIN) and then complete the FAFSA online at http://www.fafsa.ed.gov. The PIN will be used to sign the Direct Loan Master Promissory Note, and also the FAFSA. A new FAFSA is required for each Award Year.

The ISIR (the output document generated after completion of the FAFSA) must be received by the University 60 days in advance of the first term of each Award Year for aid to be awarded prior to the start of the term.
ISIRs received after that date will be processed but the aid may not be awarded prior to the start of the term. Aid may also be delayed due to conflicting documentation or conflicts in the information provided.

**Verification, ED Database Matches or Conflicting Information**

If selected for a process called verification, if flagged for additional review based on ED Database matches or if otherwise requested by the Finance Office, the student will be required to provide additional documentation to validate the data provided on the FAFSA or on other University forms. The additional document may include but is not limited to the following:

- base year or current year tax returns (and schedules)
- Verification Worksheet
- Social Security Card or confirmation from SSA
- proof of citizenship or eligible non-citizenship
- other documents based on ED Database Match or other conflicting data

The University utilizes the Federal Student Financial Aid Handbook, Application and Verification Guide section for what documentation and signatures are required to complete the verification process. The staff may request additional documentation if they believe a conflict exists and additional documentation would clarify. Verification will not be completed if the student meets one of the exemptions listed in the Handbook.

The University notifies students that they have been selected for Verification, by ED or the school, when an ISIR is received for an active or future student that has been flagged for verification or when conflicting documentation triggers the school to select the student for this process. The notification to the student will be in writing (may be sent via email) and will include an explanation of the required documentation, the student responsibilities for getting the information to the school and how the student will be notified of award changes due to the verification process. Financial Aid Office staff will process corrections to the ISIR on behalf of the student, if required, based on the documentation received.

The University encourages students to provide all required documentation within 10 days to prevent a delay in awarding aid. Students who fail to provide the required documentation will assumed to be no longer interested in receiving Title IV aid and other arrangements must be made to meet tuition obligations. Students who do not provide sufficient documentation to complete the verification process while enrolled may be eligible for a late disbursement if a valid ISIR was received while the student was enrolled.

**Review of Subsequent ISIR Transactions**

All ISIRs received for current and future students will be evaluated. ISIRs are received due to the processing of a FAFSA for new students and for enrolled students for each Award Year. They are also received after the initial application due to corrections made by the student, school staff or ED’s servicer. A review of ISIRs received will be done to ensure all data on which aid is being awarded is accurate. A determination must be made regarding whether or not the new ISIR is the valid/accurate ISIR that should be used for awarding purposes. The University may request additional information and/or withhold future Title IV aid based on the information on a subsequent ISIR.

**Professional Judgment**

The Higher Education Act of 1965 (HEA) provides the authority for the Financial Aid Officer to exercise discretion in a number of areas when a student has special or unusual circumstances. This authority is known as professional judgment (PJ). It allows the Financial Aid Officer to treat a student individually when conditions exist that differentiate that student from a class of students. PJ decisions must be made on a case-by-case basis as the result of examining an individual student’s unique circumstances. Please notify the Financial Aid Office if your marital or financial situation has changed since the prior year.
Disbursements

A student can receive the first disbursement of federal financial aid funds at the start of his or her program or academic year. The student becomes eligible to receive a disbursement of federal financial aid funds for the second term when he or she successfully completes the prior term and begins the subsequent term.

Title IV financial aid will be delivered to the school by EFT, into the student’s account at the University. The Title IV Authorization Form will be retained on account or paid to the student based on the agreement on the student’s pay credit authorization agreement between the student and the University. Funds are disbursed generally once per term for students in a participating program who are meeting satisfactory progress and who have submitted all required documents for that Award Year.

Return of Title IV Funds

Title IV funds are awarded to a student under the assumption that the student will attend the University during the entire period for which the assistance was awarded. When a student ceases to be enrolled at the University prior to the end of a term, the University performs a Return to Title IV (R2T4) calculation to determine the amount of Title IV aid for which the student remains eligible.

The requirements for Title IV program funds when a student withdraws are separate from any refund policy that the school may have. Therefore, the student may still owe funds to the school to cover unpaid institutional charges. The school may also charge the student for any Title IV program funds that the school was required to return. A copy of the University’s refund policy is contained in the University Handbook.

As mandated by the US Department of Education (ED), the R2T4 calculation determines what portion of Title IV funds, disbursed or that could have been disbursed, can be used to pay institutional and non-institutional charges. For students subject to a R2T4 calculation, the calculation accounts for the initial charges that are assessed for the entire payment period. Initial charges may only be adjusted by those changes the University makes prior to the student’s withdrawal. The amount of assistance that the student has earned is determined on a pro rata basis. For example, if the student was scheduled to complete 30% of the payment period at the time he or she withdrew, he or she earns 30% of the assistance he or she was originally scheduled to receive. Once the student has completed more than 60% of the payment period, he or she earns all the assistance that he or she was scheduled to receive for that period.

If the student does not receive all of the funds that he or she earned, the student may be due a post-withdrawal loan disbursement. The University must get the student’s permission before it can disburse the loan funds. The student may choose to decline some or all of the loan funds so that the student does not incur additional debt. The University may automatically use all or a portion of the post-withdrawal disbursement (including loan funds, if he or she accepts them) for tuition, fees and books/supplies. For all other University charges, the University needs the student’s permission to use the post-withdrawal disbursement. If the student does not give permission (which some universities ask for when the student enrolls), the student will be offered the funds. However, it may be in the student’s best interest to allow the University to keep the funds to reduce the student’s debt at the University.

The following Title IV aid programs in which the University participates are covered in the R2T4 calculation and will hereafter be referred to as the Title IV aid programs:

- Direct Stafford loans
- Grad PLUS loans

If the calculation results in the return of funds, funds will be returned to the federal loan programs in the order of: unsubsidized Stafford DL, and then Grad PLUS DL.

A University student has the right to cancel his or her enrollment at the University and apply for a refund of paid tuition and program fees by submitting a written notice of withdrawal to the University Registrar by email or by regular mail at the University’s regular mailing address. The Student’s Withdrawal Date is the date that this
written notice arrives at the University. The amount of paid tuition and program fees refundable is based on the student's Withdrawal Date. A student is eligible to receive a 100% refund up until the Add/Drop deadline. After the Add/Drop deadline, a student is ineligible for a refund of tuition.

Authorized refunds are scheduled for payment within 30 days of the Student’s Withdrawal Date.

The University determines when a student ceases to attend the institution. Determination occurs when

- a student notifies the University of his or her intent to withdraw, or
- when the institution dismisses the student.

The withdrawal process begins on the date of determination. From the date of determination, the University makes no further disbursements of Title IV aid and holds any credit balances due the student until the R2T4 calculation is completed. The University returns funds within 45 days of the date of determination.

**Veteran’s Affairs Benefits**

Veteran’s Affairs benefits are offered for most of the University’s programs. To get things started, contact the Veteran’s Affairs Customer Service line at 888-442-4551. Additional information will be available on the RMUoHP Website soon.

**Audits**

A school that participates in any of the Title IV programs must undergo an annual compliance audit and an audit of the institution’s financial statement by an independent auditor, who may be a certified public accountant or a government auditor. Although a school’s compliance and financial statement audits may be performed by different independent auditors, both audits must be submitted together to the US Department of Education. The University will submit both audits in a timely manner.