# UNIVERSITY OF MEDICAL SCIENCES ARIZONA

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# Message from the President

Welcome to the University of Medical Sciences Arizona (UMSAz). It is my pleasure to offer you the privilege to attend a university that will prepare graduates in becoming change agents in the healthcare industry. Students will find that UMSAz's courses are thought provoking, challenging, and relevant to real life experiences.

## Mission, Vision, Core Values and Objectives

UMSAz is dedicated to creating quality graduates that will provide services that meet societal needs. While committed to excellence, academic integrity, and diversity; we will create strong interdisciplinary healthcare leaders that will advance the delivery of healthcare. Consequently, the institution's mission, vision and goals are:

**Mission Statement**: Modelling the ministry of Christ by meeting individuals at their health need to decrease the functional limitations through education and service.

**Vision Statement**: To produce quality graduates that are leaders in their profession and are committed to patient centered care, service, and research.

**Core Values**
The University deems the following core values to be vital to how it operates:
1. Academic Integrity
2. Excellence
3. Inclusiveness
4. Respect
5. Collaboration
6. Innovation

**Objectives**
The University's purpose is defined through its objectives as listed below:
1. The institution will produce graduates that provide patient centered healthcare service with evidenced based practice.
2. The institution will produce a highly qualified healthcare professional that has understanding and respect for diversity.
3. The institution will produce a confident graduate that will address the needs of an ever-changing society and advance into leadership roles.
4. Grow the university's local, national, and international community relationships to encourage engagement of the institution's academic and research environment.

5. Develop the institution into a nationally and internationally known center of academic, clinical and research excellence.

It is my hope that you will embark on an exciting journey with us in intellectually changing the delivery of healthcare. Welcome to the University of Medical Sciences Arizona and enjoy our student-centered active learning environment.

God's Blessings,

Dr. Janice Pitts
President

# Administration

## University Board of Directors

| | |
|---|---|
| Pamela Wilson, MD | Director/Chair |
| Janice Pitts, PhD, PT | Director/President |
| Verlina Bishop, MPH, CHES | Director/Treasurer |
| Kenneth Pitts, MBA, CISSP, CGEIT, CISM, CISA | Director /Secretary |
| Dawn McCalla, MD | Director |
| Deanna Thurman, MSPT | Director |
| Suzanne Barrett, MD, MPH | Director |
| Quinell Kumalae, LLB | Faculty Representative |

## University Executive Committee

| | |
|---|---|
| Janice Pitts, PhD, PT | President |
| Kenneth Pitts, MBA, CISSP, CGEIT, CISM, CISA | Chief Financial Officer |
| Quinell Kumalae, LLB | Dean |

## University Faculty

Brandi Bernard, DPT, PT, SCS
Jason Brumitt, PhD, PT, ATC, SCS
Sandra Chen-Walta, DNP, MSN, BSN
John Curry, DC, MS
Sandra Groger, OTD, OTR/L
Kathleen Jedlovec, DPT, PT, PCS
Analyn Joens, OTD, EdD, MEd, OTR/L
Stanley Paul, PhD, MD, OTR/L
Brian Serrano, PhD, DC, ATC, CSCS, CES

# General Information

## University of Medical Sciences Arizona: A Brief History

The University of Medical Sciences Arizona (UMSAz) is a university devoted to academic excellence. Its purpose is designed to enhance the body of knowledge in various healthcare professions, delivery of healthcare and production of quality research. Our graduates will be dedicated to providing exceptional healthcare to individuals in need. It is also our mission to create graduates that will become leaders and change agents within the healthcare field.

## Non-Profit Status

UMSAz is a non-profit institution. All money received by UMSAz is used exclusively for the educational programs and operations of the University.

## Statement of Purpose

The purpose of the university is to provide the local community as well as the general society with graduates that will enhance the quality and delivery of healthcare. Students will receive an education that will enhance patient centered care, scholarship, clinical reasoning skills, and evidence-based knowledge.

## University Publications

UMSAz will maintain a student catalog that describes the academic programs, policies, courses, standards, financial expectations, etc. for enrolled students. The catalog is revised annually.

In addition to the catalog, UMSAz will publish supplemental information relating to class sessions when necessary. This will include academic and financial information relative to the class sessions. Information can also be found on UMSAz's web site ([www.umsaz.org](www.umsaz.org)).

Additional brochures, supplements, newsletters, etc. will be developed as merited to properly externalize the programs of UMSAz. UMSAz has concluded that no publications, surveys, opinion polls, etc. may be distributed at UMSAz without prior approval from the appropriate administrative personnel and/or program heads.

## Non-Discrimination Policy

UMSAz prohibits discrimination on the basis of race, sex, religion, age, creed, national or ethnic origin, physical, mental or sensory disability, marital status or sexual orientation. Decisions affecting an individual cannot be made on the basis of any of these factors. All admissions decisions should be made on the basis of neutral and objective criteria by which an individual may be evaluated in terms of his or her accomplishments without regard to irrelevant factors such as sex or race.

## Equal Opportunity Institution

The university is an equal opportunity institution and does not discriminate on the basis of race, age, religion, gender, national or ethnic origin, sexual orientation, or disability in its educational programs, activities, hiring or student admissions practices.

## Diversity Statement

UMSAz is committed to fostering an environment that invites diversity in every aspect of its operations, management, and teaching.  Hiring talented professors and staff, and enrolling students that hold diverse opinions, beliefs, perspectives and come from varied backgrounds is a corner stone to creating an academic environment that invites the free exchange of ideas and the promotion of scholarly inquiry.  UMSAz strives to create such an environment as it can only strengthen its academic integrity and water the creative (diverse) seeds for all associated with it.

UMSAz aims to develop programs and curricula that prepare students to meet the people's needs, work in a pluralistic society and be responsible practitioners to the patients they treat. Diversity. Inclusion. Excellence.  These values are core to UMSAz and are also goals to be reached.  These values, these goals, require a sustained focus and unrelenting commitment from everyone, because where there is exclusivity, the people and society fail.  It is in the counsel of many that there is wisdom.

## Academic Freedom Statement

UMSAz is an institution of higher learning that is dedicated to producing critical thinkers and life-long learners.  Creating an academic environment that produces graduates that respect ethnic and cultural diversity, participate in civic events

and example academic integrity are primary goals for the university, hence UMSAz is committed to fostering an academic setting that invites a spirit of collaboration, encourages the search for truth and cultivates open dialogue between faculty and students.

UMSAz understands that faculty input is critical to academic policy development as its members, within their sphere of expertise, bring knowledge, training, and experience through best practices in teaching and research. Academic freedom in research is fundamental to the advancement of truth. Academic freedom in teaching is fundamental for the protection of the rights of the teacher so far as teaching is concerned and for the student so far as freedom to learn is concerned.

Implicit within the governance framework is the understanding that faculty, acting both as individuals and as a collective, are free, without outside interference, to voice professional opinions on a wide array of issues and express their views on academic matters such as: (1) curriculum; (2) course content; (3) teaching; (4) student evaluation; and (5) the conduct of scholarly inquiry.

UMSAz faculty are entitled to full freedom of inquiry and research and in the publication of the results; they are entitled to complete freedom in discussing all aspects of their subjects in the classroom.

Notwithstanding the above, the exercise of academic freedom entails attendant responsibilities. Faculty must act professionally in their scholarly research, their teaching, and their interactions with students and other faculty. Faculty members' responsibility to their students demand that they present their subjects accurately, adequately, and fairly, without narrow partisanship or bias. Their responsibility to their colleagues and to the UMSAz demands that they maintain a level of training and knowledge necessary to keep pace with developments in their own fields of specialization, and that their professional activities be conducted according to high standards of scholarship.  UMSAz ensures this through policies and procedures that safeguard both its students and its academic integrity.


## Facilities

UMSAz is located at 1001 Bishop St, Ste. 1035, Honolulu, HI 96813, USA.   Our classrooms offer an excellent learning environment that utilizes technology which enhances the learning experience.

## General Inquiries

Except for IT and HR queries, general inquiries and inquiries including enrolled student programs and academic matters should be directed to your assigned academic advisor. Inquiries related to technology assistance should be directed to IT Support by submitting a ticket through the university IT Support help desk web portal. Additionally, matters that pertain to transcripts or academic records should be directed to the Office of the Registrar at [registrar@umsaz.org](mailto:registrar@umsaz.org). Please note that your academic advisor may have to refer you to a more appropriate person to assist you.

# Disclosure Statements

## Non-Accredited Institution

University of Medical Sciences Arizona IS NOT ACCREDITED
BY AN ACCREDITING AGENCY
RECOGNIZED BY THE UNITED STATES
SECRETARY OF EDUCATION.

Note: In the United States, many licensing authorities require accredited degrees as the basis for eligibility for licensing. In some cases, accredited colleges may not accept for transfer courses and degrees completed at unaccredited colleges, and some employers may require an accredited degree as a basis for eligibility for employment.

# Disclaimers

## Employment

Completion of the any degree program does not constitute any guarantee of employment.

# Student Conduct

## Professional Behavior

Students are expected to conduct themselves in a professional manner at all times. If students are found to behave unprofessionally, the Professional Conduct

& Disciplinary Committee will meet to determine the terms of disciplinary actions. It is possible that unprofessional behavior can result in dismissal.

## Academic Dishonesty Policy

It is expected that students at UMSAz act in an honest manner at all times. Acts of dishonest academic work and misconduct should not be engaged in and will not be tolerated. Academic work shall be completed by the student. If a student engages in an academically dishonest way, they will go before the Professional Conduct & Disciplinary Committee in accordance with the procedure outlined below. The student may also have to retake the plagiarism quiz (referenced below) again.

Some examples of academic dishonesty are:
1. Submitting work (assignments, projects, research papers, etc.) that is not properly cited and/or not original work of the student.
2. Allowing a student to submit another student's work with or without their knowledge.
3. Submitting work as an individual student that has been created by a group of students when group work has been prohibited.
4. Purchasing another student's work and submitting it as their own work.
5. Allowing another student to take an exam, quiz, test, or write a thesis, dissertation, research paper for a student.
6. Collaborating on an examination or assignment without authorization.
7. Using unauthorized materials during an examination or while completing an assignment.
8. Intentionally distorting the meaning or applicability of data
9. Inventing data or statistical results to support conclusions.
10. Submitting the same work for one class without disclosure and approval.

Detailed examples of plagiarism can be found on the plagiarism quiz which students will be required to complete by the end of the first week of the first semester that they are enrolled in UMSAz, unless otherwise directed by the Dean. Please note that a student will not be able to register for their next course until the plagiarism quiz is completed.

## Professional Conduct & Disciplinary Committee

This committee reviews and determines all student misconduct actions. The student will be allowed to discuss their case before the committee prior to recommendations of disciplinary actions, if warranted, are made. The committee will request all persons involved in the case to be present to discuss the matters. A student may be brought before the committee due to the following actions:

1. Non-professional conduct (non-professional actions and language during class/lab, discrimination in any form, non-adherence to dress code)
2. Academic Dishonesty (plagiarism, cheating, etc.)
    a. Submitting work (assignments, projects, research papers, etc.) that is not properly cited and/or not original work of the student.
    b. Allowing a student to submit another student's work with or without their knowledge.
    c. Submitting work as an individual student that has been created by a group of students when group work has been prohibited.
    d. Purchasing another student's work and submitting it as their own work.
    e. Allowing another student to take an exam, quiz, test, or write a thesis, dissertation, research paper for a student.

The committee will determine disciplinary action that may include probation, dismissal, or in-house disciplinary actions (e.g., banned from certain facilities). If a student is placed on probation, they will remain on probation for one year. The student's record will be updated by the Program Head each semester and thereafter reviewed by the committee each semester. At the end of the one year probationary period the committee will recommend to the Dean if the student should be dismissed from UMSAz or have the probation lifted.

Academic discipline and professional conduct decisions can be contested using the grievance procedure outlined in this catalog.

# Students' Rights – Educational Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. They are:

(a) The right to inspect and review the student's educational records within 45 days of the day UMSAz receives a request.

> Students should submit written requests to the Dean and identify the record(s) they wish to inspect. The UMSAz official will notify the student of the time and place where the record(s) may be inspected.

(b) The right to request the amendment of the student's educational records that the student believes is inaccurate or misleading.

> Students may ask, in writing, for UMSAz to amend a record that they believe is inaccurate or misleading. If UMSAz decides not to amend the record as requested, UMSAz 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.

(c) The right to consent to disclosures of personally identifiable information contained in the students' educational 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 school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

(d) The right to file a complaint with the U.S. Department of Education concerning alleged failures by UMSAz to comply with the requirements of FERPA. The name and address of the office administers FERPA is:

> Family Policy Compliance Office
> U.S. Department of Education
> 400 Maryland Avenue, SW
> Washington, DC 20202-4605

## Student Grievance and Appeal

The student must first make every effort to resolve the matter informally with the faculty or administrative person involved.  If the student cannot resolve the matter with the faculty or administrative person involved, he/she must report the incident to the Program Head. The Program Head will attempt to resolve the complaint within 14 days.  Student grievances involving, but not limited to, academic or disciplinary actions which cannot be otherwise resolved informally, must be reported to the Dean.

The following action steps should occur to file a formal student grievance:
1. Student submits description of the incident on the Student Grievance Form to the Dean and presents a copy to the Program Head within 30 days of the incident.
2. An investigation is conducted within 10 days of the receipt of the written grievance by the Dean. Every effort will be made to reach a fair and just resolution of the grievance.
3. The investigation will involve an interview of all parties named in the grievance documentation and any other individual the Dean deems necessary. The investigation process shall take no more than 14 days to complete.
4. The student will then receive a written notification of the decision on their grievance within 5 days after the investigation is completed.
5. If the decision of the matter is not satisfactory to the student, the student may request a grievance hearing in writing to the Dean within 14 days of the receipt of the written decision.
6. Within 5 days, the Dean will then appoint a Grievance Committee that is made up of seven members that consist of three faculty members, two administration members, and one member of the student body. The Dean participates as a non-voter and heads the committee.
7. The Grievance Committee will then meet within 5 days of forming. Within 5 days after the hearing, the Dean notifies the student in writing of the committee's decision.
8. A follow-up meeting will be held with the student and the Dean within 1 – 3 days from the date of notification of the resolution decision from the committee.
9. If the student complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Office of Consumer Protection.  The student must contact the State Board for further details.  The State Board address is:

Office of Consumer Protection
Department of Commerce and Consumer Affairs
Leiopapa A Kamehameha Building
235 South Beretania Street, Room 801
Honolulu, Hawai'i 96813-2419
Phone: (808) 586-2630
Website: www.hawaii.gov/dcca/ocp

# Student Services

UMSAz provides a variety of services to support students in their academic journey. The following are the services that are provided.

## Academic Advising

It is the policy of UMSAz to provide academic advice to its students.  Each semester an advisor will be assigned to each student who will contact the student to schedule an initial meeting.  Future meetings will be scheduled as needed or as agreed by the advisor and the student.  If an academic advisor does not contact you to schedule the initial meeting please contact student services at studentservices@umsaz.org.

If you have a matter of an academic and/or non-academic nature that you wish to discuss, please contact your academic advisor.

## Financial Advising

Students may seek financial assistance information from Student Services, studentservices@umsaz.org, who will provide information on available private loans and scholarship programs.   The university has no stake in which financial institution the student chooses.

## Transcript Services

Further to a student's request, official transcripts will be made available for all programs they are currently enrolled in and/or have completed. Requests must be made using the appropriate form and submitted to the Registrar.  Forms can be obtained from the university website at www.umsaz.org or you can email your form request to the Registrar at registrar@umsaz.org .  Transcript request fees are as follows:

Electronic copy: $7
Domestic Paper copy mailing: $15
International Paper copy mailing: $25

## Transcript Ledger Descriptor

W = Withdrawal Without Penalty
*Description:* Student has an approved Leave of Absence

WF = Withdrawal with Failure Grade
*Description:* Student has an unapproved Leave of Absence and/or did not drop the course within the 'Add/Drop' time period

I = Incomplete
*Description:* Student has an approved Incomplete for the course for a specified length of time.

IP = In Progress
*Description:* Student is currently in the course and the semester has not been completed

TC = Transfer of Credit
*Description:* Student has approved transfer of credit from another university

R = Course Repeated
*Description:* Due to a previously failing grade for course, student has repeated the course

## Student Records

All educational and student records, which include a UMSAz application, test scores (when appropriate), official transcripts, copies of all university correspondence and grievances made by or about a student, become and remain the sole exclusive property of UMSAz when individuals apply and/or enroll in the institution.  Once enrolled, if a student is on an approved leave of absence, their records will remain active for 1 year following the end of the last semester they were enrolled.  If they do not return from the leave of absence, the records will be made inactive at the expiration of the approved leave of absence.  The records of all graduating students will become inactive and held in perpetuity upon receipt of their diploma. UMSAz also adheres to the following policies:

> a. UMSAz will not produce a student directory and will not release any information on a present or former student without a direct written consent from the student or a court order.

b. UMSAz will never provide or sell lists of students and their addresses to external agencies or businesses for commercial purposes.

c. Each student's record is considered confidential and will be made available to UMSAz's personnel on a "need-to-know" basis only.

If a grievance is made by a student or about a student a register containing the grievance details, including the date of the grievance, the names of the parties and a brief description of the resolution will be kept by the Dean and form part of the student's records.

A student may review his/her records in the presence of a university representative and may request copies of any information enclosed, except transcripts from other universities. (Copies provided at student's expense). Requests to review student records can be made by emailing the Registrar at registrar@umsaz.org.

## Policy for Change of Name

If a student's name is changed due to marriage, divorce, religion, etc., they must contact the Registrar's Office by completing a Request to Change Name form and uploading an appropriate notarized legal document showing the name change (the Request to Change Name form can be found on the Dean's page of the university website).

Acceptable legal documents include: marriage certificate, court order, U.S Permanent Green Card or U.S Naturalization Certificate. Failure to provide an appropriate notarized legal document will delay your request and may even cause it to be denied.

The notarization should include the following:
- The name of the notary;
- The notary's signature;
- The role and qualification of the notary;
- The date of the notarization;
- A statement or communication that the document is a true copy of the original

## Career Opportunity Services

Career Opportunity Services will post job announcements on the university website.  Postings do not guarantee or provide placement in any job for those that apply. It should be noted that the university does not endorse any of the job postings as announcements are strictly for informational purposes.


## IT Support Services

IT support provides technology assistance to each student when an issue is raised.  Students may contact IT support by placing a support ticket via the university website.


# Co-Curricular Program

As part of its co-curricular program, the institution offers professional development options to students through continuing education courses (CEC) offered in partnership with the Medical Sciences Foundation and through the various professional associations (e.g., American Occupational Therapy Association (AOTA), American Physical Therapy Association (APTA), etc.), whose links can be found on our website.

The CEC's offered by the institution are online and are asynchronous, allowing the student to complete the course on their own time.  These courses are non-credit bearing and are not a requirement for any of the institution's degree offerings.  The *Co-Curricular Program: Professional Development Objectives* are as follows:

In the professional development continuing education courses:
1. Student will be able to implement clinical and/or non-clinical knowledge within their program learning environment and profession.
2. Student will be able to synthesize clinical and/or non-clinical knowledge to enhance their ability to provide patient centered healthcare with evidenced based practice and respect for diversity.
3. Student will be able to synthesize clinical and/or non-clinical knowledge to enhance their ability to be confident graduates that will address the needs of an ever-changing society and advance into leadership roles.

Students are also encouraged to participate in service activities that can include university, professional or community service. Professional service may involve participation in presentations at association events, conferences, workshops, seminars at the local, state, and national levels. It may also include participation in a variety of healthcare in-service settings to professional audiences (e.g., physical and occupational therapists, nurses, physicians, etc.). Students may contact the Student Services Office (studentservices@umsaz.org) for available service opportunities or visit the Co-Curricular Program webpage at www.umsaz.org. The *Co-curricular Program: Service* objectives are as follows:

By participating in university, professional, and/or community service:
1. Student will be able to synthesize clinical and/or non-clinical knowledge to enhance their ability to provide patient centered healthcare with evidenced based practice and respect for diversity.
2. Student will be able to synthesize clinical and/or non-clinical knowledge to enhance their ability to be a confident graduate that will address the needs of an ever-changing society and advance into leadership roles.
3. Student will be able to implement clinical and/or non-clinical knowledge by working with local, national, and international professional communities thus assisting in the expansion of the institution's academic and community relationships.

Additionally, collaboration with faculty on research, scholarship and creative activities is another co-curricular activity that is available to students. The participation within this activity provides the students the opportunity to continue to develop their research writing skills, critical thinking, and the ability to disseminate findings through publications and/or presentations.

Collaboration opportunities can be found by contacting the Dean's Office. The institution also encourages students to conduct their own scholarly research and/or creative activity independent of a course requirement with oversight from a faculty member and approval by the Program Head. The Co-Curricular Program: *Faculty Research Collaborations* objectives are as follows:

By participating in faculty research and/or scholarly activity collaborations:
1. Student will be able to synthesize clinical and/or non-clinical knowledge to enhance their ability to provide patient centered healthcare with evidenced based practice.
2. Student will be able to synthesize clinical and/or non-clinical knowledge to enhance their ability to be a confident graduate that will address the needs of an ever-changing society and advance into leadership roles.

3.  Student will be able to implement clinical and/or non-clinical knowledge by working with local, national, and international scholars and assist in the expansion of the institution's academic and research relationships.
4.  Student will be able to synthesize clinical and/or non-clinical knowledge to enhance their ability to assist the institution in becoming a nationally and internationally known center of academic, clinical and research excellence.

# University Technologies

## Electronic Mail System

All administrators, faculty, and operational departments of UMSAz have e-mail addresses and can be contacted by students. Faculty e-mail addresses are listed in individual course syllabi and are also located on UMSAz's website.

All currently enrolled students are assigned UMSAz e-mail accounts for use during their enrollment at UMSAz. Students MUST use their UMSAz e-mail accounts rather than personal e-mail accounts when contacting UMSAz. Students are also encouraged to check their e-mail accounts regularly for university news and announcements.

Users are advised that all university-provided technology systems are university property and are intended for educational use only. The use of these systems is a privilege, not a right, and use may be revoked at any time. UMSAz technology systems are subject to monitoring for security, network management or other purposes as may be required. Any communications made via these systems are not guaranteed to be private and can be read or deleted at UMSAz's discretion.

## Distance Learning

UMSAz uses Oasis (Moodle) as its distance learning delivery platform. All students will have access to their student information.

## Technology Usage

UMSAz provides students with an array of equipment and technologies to be used in communications, instruction, and research opportunities. The use of UMSAz's technologies, including files, emails and postings, belong to UMSAz and can be read or deleted at UMSAz's discretion. No user of UMSAz's computing resources or electronic communications systems should consider their messages or files private. In addition, because of the volatile nature of digital information, and the possibility of system failures and possible software or hardware problems, no user should consider their messages or files to be secure or preserved.

Users who do not follow virus protection procedures and/or who knowingly spread computer viruses shall be subject to disciplinary action. Deliberate attempts to degrade or disrupt UMSAz's computers, network and/or systems will be viewed as criminal activity under applicable state and federal law.

All university equipment and technologies are restricted to educational endeavors only, and any abuse, as determined by UMSAz, will result in the revoking of the usage privilege. Improper use of UMSAz equipment or technologies is a breach of institutional ethics and could result in suspension or expulsion.

IT Support Services are available Monday - Thursday 7:00am - 6:00pm HST and Friday 7:00am - 2:00pm HST.  On call after hours are available with exception of Friday 5:00pm – Saturday 7:00pm for observance of religious purposes (Sabbath hours).  IT Support can be contacted by submitting a ticket at the Help Desk link or by calling (808) 867-2944.

# Library Resources

## Library Resources

UMSAz currently has an e-library that provides unlimited access for current students. Each student will also have unlimited electronic access to the library's electronic database 24/7. The library's resources will be continuously assessed by requests made from faculty. Library surveys of its resources and services will also be given annually to ensure the library is meeting the needs of both students and faculty. Resources shall be kept current, relevant, and readily available for students and faculty.

Students and faculty will use the resources and services as an integral part of learning as each program will include evidence-based learning. Students will be required to participate in critiquing articles and other curriculum activities that may involve research.

## Literacy Expectations

The library has adopted the information literacy competency standards[1], as developed by the Association of College and Research Libraries, the premier division of the American Library Association for libraries serving higher

education. As a result, the literacy expectations are as follows for an information literate student:

1. To determine the extent of information needed
2. To access the needed information effectively and efficiently
3. To evaluate information and its sources critically
4. To incorporate selected information into one's knowledge base
5. To use information effectively to accomplish a specific purpose
6. To understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

[1] "Standards, Performance Indicators, and Outcomes." In Information Literacy Competency Standards for Higher Education, (ALA, 2000). Pp.8-14. http://www.ala.org/ala/acrl/acrlstandards/standards.pdf. Viewed October 21st, 2018.

# Information Literacy Competencies

1. Ascertain
   a. Ascertain the information that is needed to complete course assignments including papers and projects

2. Retrieve
   a. Determine and select the appropriate search criteria to locate information sources
   b. Evaluate search results and determine relevancy to topic matter
   c. Refine search criteria to yield more relevant information when necessary

3. Analyze
   a. Identify and outline main concepts from relevant information sources
   b. Determine and assess the criteria for evaluating your relevant information sources
   c. Compare and contrast your relevant information sources with existing knowledge

4. Implement acquired information ethically and legally
   a. Incorporate and synthesize new and existing information ethically and legally into course assignments, papers, projects, etc.
   b. Utilize appropriate referencing of acquired information within course assignments, papers, projects, etc.

# Safety And Security

## Campus Safety and Security

UMSAz is committed to providing a safe environment for its students and employees. However, there are times when safety may be breached. During such an event, it is strongly encouraged for employees and students to call 911 for immediate assistance for emergency situations. If a non-emergency situation should arise, students are to contact a campus administrator or security personnel for assistance.

UMSAz keeps a log of all breach of safety and any other criminal activity that may occur on its campus. Campus safety is continuously reviewed and action is taken to better secure the campus when criminal activity or any other breach of safety has occurred. For criminal activities that have only been reported to campus security or a campus administrator, will be reported to the local law enforcement.

## Campus Statistics

UMSAz is required to make public campus crime statistics per the Federal Student Right-To-Know and Campus Security Act. These statistics must include crimes that have been reported to the local law enforcement and campus security. All reports for UMSAz's jurisdiction can be requested from the Admissions Office.

## Sexual Assault Prevention Programs/Sexual Harassment

In the event a student experiences sexual assault at UMSAz, it is strongly encouraged that the student calls 911 immediately. Local law enforcement agencies can provide students with sexual assault prevention program literature.

If a student believes they have experienced sexual harassment from a faculty member, employee, or fellow student, he/she must report that individual to a university administrator. All complaints will be taken seriously and an investigation of the allegations will be launched immediately. UMSAz will not tolerate such actions and appropriate sanctions will be taken should the alleged individual be found guilty of such actions.

## Use of Social Security Number

To protect students' information, the following regulations and procedures have been implemented:

1. For students' convenience and accuracy, UMSAz will use the Social Security Number as an identifier for admission and for use as a long-term personal identifier of financial and academic records.

2. UMSAz will use the UMSAz ID number instead of the SSN on all institutional printouts (exceptions: official academic transcript, legal and government required/authorized reports).

3. Social Security Numbers will not be made available via the internet

4. Information will not be provided on any student unless authorized by the student or directed to do so by an authorized legal/governmental agency.

Each student will receive a unique UMSAz ID number while attending the university. This number may be used in place of the SSN when corresponding with UMSAz, expect when requesting the issuance of an official transcript.

## Unsupervised Children

If children are present on the property or facility of UMSAz for demonstration purposes, they must be supervised at all times. UMSAz cannot be held responsible for the actions of unsupervised children.

## Notice of Surveillance

All visits to UMSAz property or facility are subject to electronic surveillance. Sometimes the surveillance cameras are monitored by authorized security personnel, other times surveillance is stored on tape for review, if needed. All tapes are the property of UMSAz.

## Reporting a Crime

Any incident of crime observed on UMSAz property is to be reported to a university official immediately. If the crime is underway and places a person(s)

and/or property at risk, the student is to call law enforcement authorities without delay (dial 911).

# Financial Information

## Financial Information

UMSAz is currently not a part of any federal financing programs. However, a student may seek funding through a private lender or participate in UMSAz's financing options. Please note that UMSAz does not have a preferred lender and will accept loans from any lending agency.  All qualifications for private financial aid are determined by the private organizations, not by the University.

*Financing Options*
Payment of tuition options:

    a. **Option 1**– Payment of full semester tuition (payable by cash, cashier's check, money order, or credit card, or wire)

       Students are required to pay course tuition by close of business on the last day of registration. If payment is late, student will be unable to begin the course until payment is made.

    b. **Option 2** – Payment Plan (payable by cash, cashier's check, money order, or credit card or wire)

A student may opt to be placed on a monthly payment plan to cover tuition and fee costs for an enrolled semester.  A 10% participation fee (equal to 10% of student's coinciding registered semester tuition) will be applied. The tuition payments will be the amount of your registered semester tuition plus the 10% participation fee divided over the next 4 months. Monthly payments will be due on the 5th of each month and the tuition/fees will be paid in full by the end of each enrolled semester.

The first payment is due on the last day of registration week. First payment must be paid prior to beginning registered course. If first tuition payment is late, student will be unable to begin course(s) until payment is made.  If a monthly tuition payment is late, a 10% late fee is applied and student is blocked from course until payment is received.  Payment is due within 3 weeks of past due date. If the tuition is not paid within the 3-week period, the student may be required to withdraw from their enrolled course(s).

Students wishing to participate in the tuition payment plan must send an email to finance@umsaz.org.

# Tuition and Fees

| Programs | Tuition/ per credit | Tuition | **All program fees per semester include:**<br>• Registration Fee: $100<br>• Educational Support Fee: $218 | | |
|---|---|---|---|---|---|
| | | | Fees | | |
| | | | One time Application | **Graduation Fee | Lab Per Semester |
| Transitional Doctor of Physical Therapy (t-DPT) Total Credits: 26 | $475 | $12,350.00 | $55 | $50 | $0 |
| t-DPT with Academic Emphasis Track Total Credits: 35 | $475 | $16,625.00 | $55 | $50 | $0 |
| t-DPT with Pediatric Emphasis Track Total Credits: 38 | $475 | $18,050.00 | $55 | $50 | $50 |
| t-DPT with Orthopedic Emphasis Track Total Credits: 38 | $475 | $18,050.00 | $55 | $50 | $50 |
| t-DPT with Neuromuscular Emphasis Track Total Credits: 38 | $475 | $18,050.00 | $55 | $50 | $50 |
| Transitional Occupational Therapy Doctorate (t-OTD) Total Credits: 24 | $475 | $11,400.00 | $55 | $50 | $0 |
| t-OTD Academic Emphasis Track Total Credits: 33 | $475 | $15,675.00 | $55 | $50 | $0 |
| Doctor of Nursing Science (DNSc) Total Credits: 53 | $695 | $36,835.00 | $55 | $50 | $0 |
| DNSc Academic Emphasis Track Total Credits: 62 | $695 | $43,090.00 | $55 | $50 | $0 |
| PhD in Rehabilitation Sciences Total Credits: 72 | $795 | $57,240.00 | $55 | $50 | $0 |
| DSc in Movement Sciences Total Credits: 69 | $795 | $54,855.00 | $55 | $50 | $50 |

**International Graduation Fee: $60

Graduation fees are for diploma production and shipping costs. Additional fees apply for expedited services.

Books are not included in tuition cost.

## Refund Policy

If for any reason an applicant is denied admission into the university, the applicant is entitled to a refund of all monies paid.

A student or prospective student may cancel an enrollment agreement with UMSAz if the student or prospective student submits a written notice of cancellation to UMSAz within 3 days, excluding Saturday, Sunday, and state and federal holidays, of signing the enrollment agreement.

UMSAz will refund 100% of all fees and tuition paid by the student or prospective student no later than thirty calendar days after UMSAz receives a written notice of cancellation of an enrollment agreement if no courses have been taken.

An outline of the refund amount for students enrolled in courses is as follows:
   a. Before the beginning of a course, the student is entitled to a refund of 100% of the tuition *(less the registration fee of $100)*
   b. After the commencement of a course, the tuition refund (*less the registration fee of $100*) amount shall be determined as follows:

| % of the course attempted: | Tuition refund amount: |
|---|---|
| 10% or less | 90% |
| More than 10% and less than or equal to 20% | 80% |
| More than 20% and less than or equal to 30% | 70% |
| More than 30% and less than or equal to 40% | 60% |
| More than 40% and less than or equal to 50% | 50% |
| More than 50% | No Refund is required |

Course tuition charges are billed by semester.  Refunds will be calculated as a percentage of the course attempted for which the student is charged.  The percentage is based on the number of weeks attended in the course by the student divided by the number of weeks in the semester.  Fall and Spring semester courses are 16 weeks in length while Summer semester courses are 12 weeks in length.

**Books, supplies and fees:** If textbooks are purchased through UMSAz, textbooks are refundable within two weeks after start of course and textbook wrapping must still be intact. If textbook did not come in a wrapping, the book must not have any writing, highlighter markings or any other marks, or missing or torn pages.  Textbook must be in same shape that it was brought.

## Refund After the Commencement of a Course

Procedure for withdrawal:
  a. A student choosing to withdraw from the school after the commencement of a course is to provide written notice to the Program Head.  The notice is to indicate the expected last date of attendance and be signed and dated by the student.
  b. For a student who is on authorized leave of absence, the withdrawal date is the date the student was scheduled to return from the leave and failed to do so.
  c. A student will be determined to be withdrawn from the institution if the student has not attended any class for 30 consecutive class days.
  d. All refunds will be issued within 30 days of the determination of the withdrawal date.

# General Academic Information

## Grading Policy

UMSAz uses the following grading scale for all programs. Any grade below 70% is considered failing.

A = 90 –100%
B = 80 – 89%
C = 70 – 79%
D = Below 70% (Failure)

I = Incomplete

If a student fails to complete the requirements in the time allocated for a course, an "Incomplete" grade may be assigned. This is left to the discretion of the instructor of the course. Incomplete grades must be approved by the Dean with date stating when assignment will be completed. An incomplete grade that is not completed within the allotted time is changed to a grade of "F," unless the Dean determines otherwise.

## Academic Satisfactory Progress Performance (ASPP) Standards

The student must meet the following requirements to maintain good academic standing in the university:
1. 80% or higher on exams, projects, and papers excluding program capstone projects and dissertations. If a student scores less than 80% in a course exam, project or paper, consultation with the instructor is required.
2. 80% or higher on program capstone project or dissertation. If a student scores less than 80%, consultation with Program Head, Capstone Chair or Dissertation Chair is required.
3. A final grade on a course no less than a B. If any final course grade is lower than a B, student must meet with the Program Head for consultation.
4. Maintain a semester GPA of 3.0 at the completion of each semester. If the semester GPA falls below 3.0, the student must meet with the Program Head for consultation. Where a student must complete a dissertation to finish their program, they must have successfully passed all courses and have an overall GPA of 3.0 prior to advancing to the dissertation phase.

## ASPP Guidelines

The first-time final grades for a course fall below academic satisfactory progress performance (ASPP), the student will receive a written academic warning and have a consultation with the Program Head who will create an academic plan to assist the student. The next time the student's final course grade falls below ASPP, the Program Head will make a recommendation to the ASPP Committee regarding the student's probation for a specific probationary period. Once student's grades have met ASPP guidelines within the stated probationary period, the academic probation will be lifted. If student's grades do not meet ASPP guidelines within the stated probationary period, the Program Head will make a recommendation to the ASPP Committee for continued probation or dismissal. If the student is dismissed further to the recommendation of the ASPP Committee, the grievance procedure outlined in the catalog may be used to contest the dismissal. All probationary periods and dismissals must be approved by the Dean.

Repeating exams or redoing projects and papers is at the discretion of the faculty. Repeating a final exam, or redoing a final project or paper is also at the discretion of the faculty but must be reported, with reasons, to the Program Head. A student may be allowed to repeat a course to meet ASPP guidelines and graduation completion requirements.

Final grades will be reported online to students electronically. Grades will be available for viewing no later than 2 weeks after the final exam, project or paper. At all times, the students will be able to access the number of courses they have taken along with the grades they have received. Official transcripts will also be made available for students at their request.

## Attendance policy

UMSAz requires prompt and regular attendance. Faculty members identify their attendance policies in each course syllabus, but, in general, students are expected to attend their scheduled class hours and lab hours (where applicable) for online and traditional on campus learning. Missed assignments may be allowed at the discretion of the faculty per the stated policy in each course syllabus. In addition, students must be present for all exams. Under unusual circumstances, a student may take a missed exam by petitioning the faculty member prior to the exam date (whenever possible). However, allowing a student to make up a missed exam is completely at the discretion of the appropriate faculty member and Program Head of the program. The circumstances of each make-up exam request is then reviewed by the Program Head of the program, which may, in some cases, result in students being placed on academic probation.

## Leave of Absence

A student may request a [leave of absence](#) from a program.  The request must be made to the Program Head and approved by the Program Head and Dean. A leave of absence may be for a semester or may extend to a full academic year. If the student does not return after the requested leave of one semester, the student must submit the appropriate form request to the Program Head to extend it for another semester.  All requests for an extension must be approved by the Program Head and the Dean.  The maximum extension period is one full academic year. A student may not have a leave of absence for one semester and then return midway of another semester.

If a leave of absence has been approved for one semester, the student must return at the beginning of the next semester unless approved for an extension.  If the student fails to return at the designated time, the student will be withdrawn from UMSAz and paid tuition refunded as according to the outlined refund policy. However, if the student requests to be withdrawn from UMSAz after the leave of absence, they will be refunded prepaid tuition for the semester(s).  A student has a total of seven years to complete any program. However, the student must take at least one course per semester to continue enrollment in the program or request a leave of absence.

If a student has received an approved leave of absence and has paid tuition for that semester or academic year, those monies will be applied to the semester or academic year of when the student returns.

A student may be placed on emergency leave as determined by the Program Head due to unusual and unforeseen circumstances. However, the student will be responsible for any missed work. An emergency leave can turn into a leave of absence if proper notification is given and discussed with the Program Head. Emergency leave also requires the approval from the Program Head and Dean.

If a student has been has been granted a leave of absence for a semester or full academic year or withdrawn from UMSAz and would like to return, they must complete a [re-enrollment](#) form.

## Cancellations of Courses or Programs

UMSAz will provide students with advanced notification of any course or program that is cancelled. If any course is cancelled, the student will receive a full refund.  If a program is cancelled, the students that are currently in the program will complete the program and receive the required degree prior to the

program being cancelled.  UMSAz will make every effort to avoid any cancellations.

## Determination of Credit to Clock Hours

*Didactic Instruction Credits*
The determination of transfer of credits is based on the calculation of 1 lecture credit hour which represents 1 hour per week of scheduled class time.  With most courses being awarded 3 credit hours, this formula represents at least 45 hours of class time for the entire semester of 15 weeks (3 credit hours * 15 weeks = 45 hours of class time).

*Lab Credits*
The determination of transfer of credits is based on the calculation of 1 laboratory credit hour which represents 1 hour per week of lecture plus 1-2 hours per week of instructor led laboratory activity.  The following calculation represents at least 45 hours of class time and between 45 and 90 hours of laboratory time per a 15-week semester (1 lab credit hour + 1-2 hours/weeks of lab activity * 15 weeks of class time = 30 – 45 hours of lab time per semester).  Didactic Instruction clock hours + Lab clock hours = Total number of course clock hours.

(Example: for a 3-credit class with lab (2 credits for course,1 credit for lab)) 30 course clock hours + 30 - 45 lab clock hours = 60 – 75 clock hours)

# Admissions

## General Information

Admission standards include that each student must submit a completed application with an application fee. Each prospective student must meet the qualifications and requirements for the program they are applying for.

The Admissions Committee is responsible for recommending applicants for admission into the graduate program. The committee members will review the applications and credentials and make admissions recommendations to the director of that program. The final approval of admittance into the program is given by the director of the specified program. If a student earned credentials from abroad, the student must get their credentials evaluated by an approved transcript evaluator. The standards maintained by the individual programs are applied to ensure that applicants admitted to UMSAz are qualified to study at this institution and have a reasonable expectation of successfully completing their desired graduate program.

## Admissions Criteria

Only applicants that have earned or will earn a bachelor's degree at a nationally accredited (recognized by USDOE and/or CHEA) or regionally accredited college or university in the United States (or the equivalent of a baccalaureate degree in another country) are eligible to be considered for admission to any of the graduate programs at UMSAz.

UMSAz admits students of any race, nationality, or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at UMSAz. UMSAz does not discriminate on the basis of gender, sexual orientation, religion, age, disability, race, or national or ethnic origin in administration of its educational or admissions policies.

The decision to admit an applicant to a program is based primarily on the following criteria, evaluated from a complete application:

1. Quality of previous undergraduate and graduate work (if applicable). The undergraduate and/or graduate degree programs require a 3.00 GPA on a 4.0 scale from a regionally or nationally (recognized by USDOE and/or CHEA) accredited college or university.

2. Two letters of recommendation from any member of the academic staff of graduating institution, the applicant's employers, or current senior colleagues and consultants. The letters serve as an insight into the applicant's ability to participate in graduate level programs and/or work ethic.

3. The TOEFL is required of foreign trained/international applicants who are not native speakers of English and can reside legally in the United States. The applicant must have a 550 or better passing TOEFL score.

4. Applicant's statement of academic career objectives with its correlation to the proposed program of study. These statements will be used to identify students whose goals and desires are synonymous with the intended program objectives.


## Admissions Process

1. All applications with supporting documentation must be submitted online through the application portal of UMSAz's website (the "**Application**"). Applications will be reviewed by the Admissions Committee.

2. UMSAz will keep an electronic record of all Applications identifying which applicants have been accepted, declined, or placed on probation.

3. Applications will be reviewed to confirm that the documentation listed below is received:
   a. the applicant's transcripts from all post-secondary learning institutions.  The transcripts must:
      i. be official in that they include the years of attendance, courses taken, grades received, class standing, and the degree certificate or diploma received.  It must also have the registrar's signature, the seal of the granting institution and the date. Unofficial copies can be accepted for review purposes only and on the condition that the official transcripts will be forthcoming before acceptance.
      ii. show that the applicant graduated with a BSc or Masters from a regionally or nationally accredited college or university. For international degrees the Administrative Assistant may have to use additional resources to confirm that the college or university is properly accredited and that the degree received is the equivalent of a BSc or Masters.

iii.   show that the applicant graduated with at least a 3.00 GPA (or equivalent).

b.  an approved transcript evaluator's report if a student earned credentials from an overseas institution. The report has to be sent directly to UMSAz from the transcript evaluator's office.

c.  Curriculum Vitae of the students who have been working.

d.  two letters of recommendation, using the UMSAz's template, from any member of the academic staff of the institution that the applicant recently graduated from, the applicant's employers, **OR** current senior colleagues and consultants (if working).

e.  copy of applicant's license to practice, if applicable.  Although having no disciplinary actions against an applicant is preferred, those who have disciplinary actions against their names will also be considered.

f.  Statement of Purpose (SOP)

A SOP is an opportunity for you to discuss and convince the admission reviewers of your interest and knowledge, making you a suitable candidate to pursue the chosen program at UMSAz. In other words, an SOP is your chance to shine and make yourself stand out.

**Length:** A SOP should be a maximum of 4,000 characters (700-800 words).
**Content:** It is expected that you will focus on your academic qualifications and achievements.
**Font Size and Style:** 12 font size in Times New Roman
**Paragraph Spacing:** Single space with double space between paragraphs.

Around 75% to 90% of your SOP should be academic, highlighting your passion for the intended program of study, research publications (if any) and/or any presentations given at the national or state level or seminars/workshops you have presented in. A discussion of your academic career objectives with its correlation to the proposed program of study should also be included.

g.  Reading & Writing Sample

Read the provided article and answer the following questions and statement below:

   i.  What are the article's main points?

   ii.  Discuss your position regarding the content of the article.

  iii.  How would you expand on the information presented in the article in a research capacity?

*Guidelines*
**Length:** Provide one paragraph for each question or statement above
**Font Size and Style:** 12 font size in Times New Roman
**Paragraph Spacing:** Single space with double space between paragraphs.

h. Video Presentation
Provide a video that is no longer than 10 minutes answering the following questions. Please begin with a brief introduction of yourself.

   i.  Describe a time when you had to solve a problem at your job but didn't have all the information and had to use a collaborative/interdisciplinary approach.

   ii.  Provide an example of a difficult patient and how you overcame that challenge.

  iii.  How has evidence-based practice worked for you in your clinical experience?

  iv.  How comfortable are you using an e-library?

   v.  How comfortable are you in participating in an online program?

i. English language test results
The IELTS and TOEFL standard of English Language levels listed below are applicable to all postgraduate courses. The table also lists the equivalents from other test providers.

| Examination | Minimum Grade |
|---|---|
| IELTS | Average 6.5 (with 6.0 or above in each component) |
| TOEFL* (Internet-based) | 87 (minimum component scores of Listening 21, Reading 22, Speaking 23, Writing 21). |
| TOEFL* (Paper-based) | 550 |
| Pearson Test of English | |

| Academic (PTE Academic) | 59-75 (with 4 minimum component scores of 59) |
| Berlitz (offered by UMSAz) | CEFR B2 level |

    j.   Application fee payment in the amount of $55.

4. Within 2-3 days of the auto reply being sent to the applicant acknowledging receipt of the Application, the applicant will receive an email identifying any omissions or matters that require clarity, or that the Application is complete and will be referred for review and decision by the Admissions Committee.

5. Within 2 weeks of receiving the Application the applicant will receive a decision via email regarding their Application.

## Probation

1. An applicant can be admitted on probation if:
   a. their GPA is between 2.90-2.99 and has successfully met all other admission requirements; or
   b. an international student's transcripts are not in the US GPA format and the evaluating agency could not determine the GPA.

2. If placed on probation the reason for the probation will be given. Students admitted on probation will be on probation for the first semester they are enrolled in UMSAz. The student must achieve a 3.00 GPA or higher prior to converting to non-probation admittance.

3. If the student's GPA is lower than a 3.00 for the first semester they will remain on probation for the second semester, where they must receive a 3.00 GPA or higher.  A student can only remain on the 'admitted with probation' status for two consecutive semesters.  If the student is unable to achieve a 3.00 GPA for the second semester, the student will have to comply with the *Academic Satisfactory Progress Performance (ASPP) Guidelines* as outlined in the catalog.

4. If an applicant seeks to have credits from another university transferred to UMSAz, credit transfers are limited to six credits if they have a Bachelor's degree and up to 18 credits if they hold a Master's degree.

## Conditionally Accepted or Denied Acceptance

1. If accepted conditionally, a reason for the conditional acceptance will be specified in the (conditional) acceptance letter.

2. Similarly, if the applicant is denied, a letter stating that their application was denied will be sent to the applicant. A brief statement explaining the reason for denying the application will be included. For example, you do not meet our admission requirements.

*Note:* If an application is received after the application deadline which occurs 2 weeks prior to the start of the semester, the applicant is notified that the application will be considered for the following semester.

Programs that require on campus lab time, which are normally 3-5 days in length and held once a semester must be attended in person (subject to any federal or local Covid-19 restrictions put in place). If unable to attend the labs in person the applicant will receive either an 'Incomplete' grade, and labs will still have to be taken or a failing grade, requiring them to repeat the course. International students that are accepted into degree programs that require on-campus attendance are required to present documentation that proves they can reside legally in the United States.

## Help and Support
If you need help making your application or if you have any questions, please contact Admissions at admissions@umsaz.org or call (808) 867-2900 between 7:00 am and 6:00 pm (HST) Monday to Thursday and 7:00 am and 2:00 pm on Friday's (HST).

*Note:* All submitted documents are the property of the institution and are held in the applicant's secured record.

# Required Equipment

Each student is required to have a laptop with the following capabilities:

### Personal Computer

1. Windows XP or later operating system
2. Pentium III processor
3. 128MB of RAM (256MB recommended for complex forms or large documents)
4. 56 kbps modem
5. Sound Card
6. Speakers/headset
7. JavaScript and cookies must be enabled
8. Microsoft Internet Explorer 6.0 browser or later
9. Mozilla Firefox 2.0 browser or later
10. Microsoft Word - Recommended
11. Adobe Acrobat Reader - <u>Download Adobe Acrobat Reader</u>

### Macintosh

1. MacOs X 10.4.3 to 10.4.9
2. Power PC processor
3. 128MB of RAM (256MB recommended for complex forms or large documents)
4. 56 kbps modem

# Academic Programs

The following degree programs are offered by UMSAz:
1. Transitional Occupational Therapy Doctorate
2. Transitional Doctor of Physical Therapy
3. PhD in Rehabilitation Sciences
4. Doctor of Science in Movement Sciences
5. Doctor of Nursing Science

The purpose of UMSAz is to provide the general community as well as society in general with graduates that will enhance the quality and delivery of healthcare. Prospective students will receive an education that will foster professionalism, empathy, clinical skills and evidence-based knowledge. Each program allows a student to graduate with the appropriate skills to function as a competent entry level healthcare professional.

## Specific Program Admission Requirements

1. <u>Doctor of Science in Movement Sciences</u>
   a. At least a Masters degree from a nationally or regionally accredited university in the USA (foreign trained individuals must have degree evaluated by an approved agency)
   b. Bachelors or Masters degree must be health related (strong background in motor control, biomechanics, exercise science, physical therapy, biomedical engineering) or in the field movement science
   c. Foreign Educated Applicants: TOEFL (Test of English as Foreign Language) scores of 550 or better, credentials evaluated by approved transcript evaluator, and legal right to live in the United States (must show proof).

2. <u>Doctor of Philosophy in Rehabilitation</u>
   a. At least a Masters degree from nationally or regionally accredited university in the USA (foreign trained individuals must have degree evaluated by an approved agency)
   b. Bachelors or Masters degrees must be in a health related field
   c. Foreign Educated Applicants: TOEFL (Test of English as Foreign Language) scores of 550 or better, credentials evaluated by approved transcript evaluator, and legal right to live in the United States if located in US (must show proof)

3.  Doctor of Nursing Science
    a.  Masters degree in nursing or advance practice in nursing from NLN or CCNE accredited program in USA (foreign trained individuals must have degree evaluated by an approved agency)
    b.  Current valid license to practice nursing (professional certification as an Advanced Practice Nurse)
    c.  Bachelors degree in nursing from NLN or CCNE accredited program in USA or foreign equivalent
    d.  Foreign Educated Applicants: TOEFL (Test of English as Foreign Language) scores of 550 or better, credentials evaluated by approved transcript evaluator, and legal right to live in the United States if located in US (must show proof)

4.  Transitional Doctorate in Physical Therapy
    a.  Bachelors or Masters degree in Physical Therapy from CAPTE accredited program (foreign trained individuals must have degree evaluated by an approved agency)
    b.  Current valid license to practice Physical Therapy
    c.  Foreign Educated Applicants: TOEFL (Test of English as Foreign Language) scores of 550 or better, credentials evaluated by approved transcript evaluator, and legal right to live in the United States if located in US (must show proof)

5.  Transitional Occupational Therapy Doctorate
    a.  Bachelors or Masters degree in Occupational Therapy from an accredited program by Commission on Occupational Therapy Education (foreign trained individuals must have degree evaluated by an approved agency)
    b.  Current valid license to practice Occupational Therapy
    c.  Foreign Educated Applicants: TOEFL (Test of English as Foreign Language) scores of 550 or better, credentials evaluated by approved transcript evaluator, and legal right to live in the United States if located in US (must show proof)

# Transfer of Credits Policy

1. Receipt of transcripts for admissions into an UMSAz program places no guarantee that credits earned for previous learning will be applied towards a current degree program at UMSAz. Students currently enrolled in UMSAz can apply to transfer credits earned in another institution to a course provided by UMSAz. Students may also apply for request of transfer of credit during the application process. Requests will be reviewed following application acceptance. All transfer of credit applications, with supporting documentation, must be submitted via a transfer of request form portal ("**Application**"). Students must provide an official transcript sent directly from the registrar of the transferring institution.

2. International students requesting transfer of course credits will need to have their transcripts evaluated by an approved transcript evaluating agency. The evaluator's transcript report must convert an international students' grades and credit hours into the USA's grading system format. The international student will also be required to provide a course description with the course syllabus. All documents must be in English.

3. The syllabus must show: (a) the number of credits and clock hours; and (b) course objectives, activities, and assessments of course work.

4. The transcript must show that the credits were earned within 7 years of matriculation in the course, posting a B or higher (3.0 or higher on a 4.0 scale). Transcripts from an accredited institution recognized by the US Department of Education are preferable. In addition to the above requirements, transcripts received from an unaccredited institution must also include a statement that says that the unaccredited institution's curricula and academic operational activities are reviewed by a state regulatory body (the "**Statement**"). The Statement must be in writing and on the regulator's letterhead, including the regulator's website details and a contact name, title, their email, and phone number. The Statement must also give the period within which the unaccredited institution is subject to being regulated. Where a license to operate or other form of approval is issued, please provide a copy of that document.

*Courses or activities receiving no credit*

UMSAz reserves the right to deny credit for courses that are not compatible with those offered in its programs. Some general categories of courses and activities never receive transfer credit. Examples of courses that receive no credit include:
   a. repeated courses or courses with duplicate subject content

b. work experience
   c. courses offered for non-credit continuing education units, residencies, fellowships and specialization certifications
   d. practicum/clinical credits

All transcripts requested from UMSAz may only be considered transferable based on the criteria and decision made by the receiving institution. It should not be considered a guarantee that UMSAz's transcripts will be accepted by another institution.

# Completion Requirements

Each student must complete the following requirements for their enrolled program before advancing to graduation.  Please note UMSAz does not provide a formal graduation exercise.

Transitional Doctor of Physical Therapy Degree
1. 20 core credits + 6 elective credits
2. A cumulative GPA of 3.00 or higher
3. Length of program based on 2 courses per semester: 1 year and a semester
4. Must be completed within 5 years

Transitional Doctor of Physical Therapy with Academic Emphasis Degree
1. 20 core credits + 15 credits for the Academic emphasis track
2. All Academic emphasis track credits must be completed
3. A cumulative GPA of 3.00 or higher
4. Length of program based on 2 courses per semester: 1 year and two semesters
5. Must be completed within 5 years

Transitional Doctor of Physical Therapy with Pediatrics Emphasis Degree
1. 20 core credits + 18 credits for the Pediatric emphasis track
2. All Pediatrics emphasis track credits must be completed
3. Passing of capstone project with 80% or higher
4. A cumulative GPA of 3.00 or higher
5. Length of program based on 2 courses per semester: 2 years
6. Must be completed within 5 years

Transitional Doctor of Physical Therapy with Neuromuscular Emphasis Degree
1. 20 core credits + 18 credits for the Neuromuscular emphasis track
2. All Neuromuscular emphasis track credits must be completed
3. A cumulative GPA of 3.00 or higher
4. Passing of capstone project with 80% or higher
5. Length of program based on 2 courses per semester: 2 years
6. Must be completed within 5 years

Transitional Doctor of Physical Therapy with Orthopedic Emphasis Degree
1. 20 core credits + 18 credits for the emphasis in Orthopedic Track
2. All Orthopedics emphasis track credits must be completed
3. A cumulative GPA of 3.00 or higher
4. Passing of capstone project with 80% or higher
5. Length of program based on 2 courses per semester: 2 years

6. Must be completed within 5 years

Transitional Occupational Therapy Doctorate Degree
1. 18 core credits + 6 elective credits
2. A cumulative GPA of 3.00 or higher
3. Length of program based on 2 courses per semester: 1 year and a semester
4. Must be completed within 5 years

Transitional Occupational Therapy Doctorate with Academic Emphasis Degree
1. 18 core credits + 15 credits for the Academic emphasis track
2. All Academic emphasis track credits must be completed
3. A cumulative GPA of 3.00 or higher
4. Length of program based on 2 courses per semester: 1 year and two semesters
5. Must be completed within 5 years

PhD in Rehabilitation Sciences
1. 72 credits
2. Passing of Dissertation and oral defensive
3. A cumulative GPA of 3.00 or higher
4. Length of program based on 2 courses per semester: 3 years + 1 year for dissertation = 4 years
5. Must be completed within 8 years

Doctor of Nursing Science
1. Completion of 53 credits + 6 elective credits
2. A cumulative GPA of 3.00 or higher
3. Passing of capstone project with 80% or higher
4. Length of program based on 2 courses per semester: 3 years
5. Must be completed within 8 years

Doctor of Nursing Science with Academic Emphasis Degree
1. Completion of 53 credits + 15 credits for Academic emphasis track
2. All Academic emphasis track credits must be completed
3. A cumulative GPA of 3.00 or higher
4. Passing of capstone project with 80% or higher
5. Length of program based on 2 courses per semester: 4 years
6. Must be completed within 8 years

Doctor of Science in Movement Sciences
1. Completion of 69 credits
2. Passing of Dissertation and oral defensive
3. A cumulative GPA of 3.00 or higher
4. Length of program based on 2 courses per semester: 3 years + 1 year for dissertation = 4 years
5. Must be completed within 8 years

# Students with Disabilities

## Policy on Accessibility for Students with Disabilities

1. UMSAz is committed to the goal of providing equal opportunity for qualified students with disabilities. To demonstrate full respect for the academic capacities and potential of students with disabilities, UMSAz seeks to remove attitudinal and environmental restrictions which may hamper or prevent academically qualified students with disabilities from participating fully in university life. UMSAz understands that persons with disabilities may have different ways of doing things and recognizes that performance is not inferior merely because it is different.

   The responsibility to implement these policies throughout UMSAz rests on all members of the UMSAz community, including all faculty, administration, staff, and students.

2. UMSAz recognizes that qualified students with disabilities have a right to and will be provided with access to:

   a. all educational programs
   b. the educational process and learning environment (including but not limited to classes and laboratories)
   c. the university campus
   d. university facilities and services.

3. UMSAz recognizes that qualified students with disabilities have a right to assistance that is individualized and consistent with the student's needs. Such students also have a right to make legitimate/reasonable academic demands with the understanding that UMSAz will make every effort to accommodate if financially viable.

4. To ensure that qualified students with disabilities may pursue quality postsecondary education, UMSAz will:

   a. be proactive in promoting an attitude of respect for and sensitivity to the needs and abilities of persons with disabilities
   b. where warranted and without compromising academic standards, and through the relevant academic authority, modify:

      i. course load per semester
      ii. examination procedures

iii. other course requirements

    c. take reasonable steps to consult with students with disabilities about decisions relating to matters affecting them.

5. In accordance with provisions in section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act 1990, UMSAz is not required to modify academic or professional requirements that UMSAz can demonstrate are essential to a program and/or course of study.

6. Students with disabilities requiring assistance from UMSAz shall

    a. provide timely documentation of their disability.
    b. seek modifications to academic requirements or auxiliary aids or services is expected to actively participate with UMSAz in identifying the most appropriate modification, aid or service, and to maintain contact in a timely manner.

## Accessibility for Individuals with Disabilities

Qualified persons with disabilities may not be denied the benefits of or be excluded from participation in UMSAz's programs or activities due to inaccessible or unusable facilities.

## Existing Facilities

Each program or activity will be operated so that, when reviewed in its entirety, it is accessible to qualified persons with disabilities. When necessary, changes may include:

1. relocation of classes, or services to accessible buildings
2. appropriate signage
3. support services at accessible sites

Structural alterations to ensure program accessibility may be made to existing facilities if classes, programs or activities are inaccessible to qualified students with a disability. Such students may not be excluded from a specifically requested course offering, program or activity due to an inaccessible location. Every section of the specifically requested course or program, however, may not be in an inaccessible location. Accommodation that offers programs and

activities to persons with disabilities in the most integrated setting possible will be provided.

## Recruitment and Registration

Qualified persons may not, on the basis of disability, be denied admission to, enrollment in, or participation in programs or activities, or be discriminated against in admissions or recruitment.

# Admissions

The number or proportion of persons with disabilities who will be admitted may not be limited solely on the basis of disability.  Inquiries as to whether applicants for admission are disabled may not be made. It is the responsibility of the student to make special needs known at least three (3) weeks in advance of the intended start date of the program or activity for which accommodations are sought or sooner when possible. Confidential post admission inquiries to the student regarding disabilities that may require accommodation are permissible.

## Academic Requirements

Academic requirements may be modified, as necessary, to ensure that they do not discriminate against students with disabilities. These modifications shall not compromise educational standards, nor shall they intrude upon legitimate academic freedom.
Modifications may include changes in length of time permitted for the completion of degree requirements (including credit load), limited substitution of specific courses required for the completion of degrees (approved on a case-by-case basis), and adaptation of the manner in which specific courses are conducted (negotiated with course instructors).

## Program Examinations and Evaluations

Examinations or other procedures for evaluating students' academic achievement may be modified to better evaluate the achievement of students with disabilities. The results of the evaluation should represent the students' achievement in the program or activity, rather than reflecting the students' disability. It is the student's responsibility to meet with the Director of the

program to determine reasonable accommodations at admissions and thereafter to request test accommodations at the beginning of the program/semester or as soon as appropriate documentation is available.

## Academic Support Services

Qualified persons may request educational support services that UMSAz may be able to provide. Reasonable accommodation and educational auxiliary aids may be available for qualified students with disabilities. Accommodations and aids may include the following:

1. accessible parking
2. registration assistance
3. referral to appropriate on or off campus resources, services or agencies
4. note taking services

IT IS THE RESPONSIBILITY OF THE INDIVIDUAL STUDENT TO REQUEST ACCOMMODATION OR AUXILIARY AIDS AT LEAST TWO (2) WEEKS BEFORE AN EXAM.

# Course Delivery

## Delivery of Courses

Below is a description of the delivery of courses.
1. Traditional classroom-based instruction: Faculty teaching in the classroom in a lecture format. Active learning is integrated throughout the lecture.

2. Traditional lab instruction:  Faculty teaching lab techniques as appropriate to course material within a lab designed in a fashion for students to practice techniques presented by faculty member.

3. Online computer-based instruction:  Faculty member presents lecture online through Oasis (Moodle), a learning management system that is made available to each student registered for that course.  Students will meet asynchronously for class and receive all course materials through Moodle.  Students will be required to perform all performance evaluations and learning activities online.  Students will also perform all communications through Oasis (Moodle) and through any other means the faculty member has indicated on the course syllabus. This is also referred to as distance learning.


Courses will be delivered in the following format:
1. t-DPT
    a. Online computer-based instruction
    b. Traditional lab instruction

2. t- OTD
    a. Online computer-based instruction
    b. Traditional lab instruction

3. DNSc
    a. Online computer-based instruction
    b. Traditional classroom-based instruction

4. PhD in Rehabilitation
    a. Online computer-based instruction
    b. Traditional classroom-based instruction
    c. Traditional lab instruction

5. DSc in Movement Sciences
    a. Online computer-based instruction
    b. Traditional classroom-based instruction
    c. Traditional lab instruction

## Online Courses

All coursework is offered online to the working student. The online courses are generally asynchronous interactive web-based programs with graphics, videos, and audio clips. Faculty/student and student/student synchronous meetings are scheduled to increase interactive collaboration. Students will receive all required assignments, exams, and quizzes on the online course management system.

# Academic Calendar
## 2023 – 2024

Fall Semester (16 Weeks)
Registration week:  August 14th – 18th, 2023
Class Begins: August 21st, 2023
Add period deadline: August 25th, 2023
Drop period deadline: September 1st, 2023
Labor Day: September 4th, 2023
Veterans Day: November 10th, 2022 (CLOSED)
Thanksgiving: November 23rd, 2023 (CLOSED includes November 24th)
Finals Week: December 4th – 8th, 2023
Semester Ends: December 8th, 2023
Grades Due: December 13th, 2023
Christmas Break: December 8th, 2023 – January 1nd, 2024
University Closings for Holiday Season:
        December 22nd - 26th, 2023 and January 1st, 2024 (CLOSED)

Spring Semester (16 Weeks)
Registration week: December 21st, 2023 - December 29th, 2023
Class Begins: January 2nd, 2024
Add period deadline: January 5th, 2024
Drop period deadline: January 12th, 2024
Martin Luther King Day: January 15th, 2024 (CLOSED)
Finals Week: April 15th – 19th, 2024
Semester Ends: April 19th, 2024
Grades are due: April 24th, 2024

Summer Semester (12 weeks)
Registration week:  April 22nd – April 26th, 2024
Class Begins: April 29th, 2024
Add period deadline: May 3rd, 2024
Drop period deadline: May 10th, 2024
Memorial Day: May 27th, 2024 (CLOSED)
Juneteenth: June 19th, 2024 (CLOSED)
Independence Day: July 4th, 2024 (CLOSED)
Finals Week: July 15th – July 19th, 2024
Semester Ends: July 19th, 2024
Grades Due: July 24th, 2024

# Policy for Student Identity Verification in Distance Learning

In accordance with the United States Higher Education Opportunity Act 2008 (HEOA), as a university that offers distance education, UMSAz requires that a student's identity is verified for its online programs. The purpose is to ensure that the student who registers for the online program is the same individual that participates in the courses and ultimately receives the desired credits once the program is completed.

It is required by HEOA that institutions use one of the following three methods:
   a. a secure login and passcode;
   b. proctored examinations; and
   c. new or other technologies and practices that are effective in verifying student identification.

Students registered for online programs must submit all course work including assessments and activities (e.g. projects, papers, and any graded activity that contributes to the students' grade through UMSAz's course management system, Moodle), which requires a secure login and password, thus verifying the student's identity as required by HEOA.

During any verification identification process, which includes accessing Moodle, each student must provide their complete and true identity information. The privacy of the students' information must be protected at all times when performing any verification mechanism. Currently, there are no additional student fees associated with any form of student identification verification. Should there be associated fees in the future, the student verification fee will be posted with the online program enrollment and course registration site thus serving as advanced notification to the student.

**User Responsibilities**: All users of UMSAz's learning management system are responsible for maintaining the security of usernames, passwords, and other access credentials as required. An account is given to an individual for the exclusive use by that individual. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or mail is prohibited. It is against university policy for a user to give someone his or her password or allow others to use his or her account and users will be held responsible for any and all unauthorized users of and activity on their account.

**Enforcement**: Failure of students to comply with this policy will be addressed through UMSAz's policy on plagiarism and academic dishonesty as outlined in the institution's catalog.

# Degree Programs

# Transitional Doctor of Physical Therapy
## (t-DPT)

## Program Description

The Transitional Doctor of Physical Therapy is a post-professional degree for the licensed physical therapist. The online t-DPT program is designed for the physical therapist to advance their skills with a scientific but clinical knowledge foundation.  The graduates will receive evidence-based practice knowledge to advance their assessments, interventions and other clinically related skill sets. The program will also prepare the graduate for leadership roles and academia.

Graduates will be able to seek employment within the five roles of a physical therapist:
1. educator in higher education
2. physical Therapy Clinician
3. administrator (clinical or in higher education)
4. critical Inquirer (physical therapy clinical researcher)
5. physical Therapy Clinical Consultant

## Program Learning Outcomes

The learning outcomes for the Transitional Doctor of Physical Therapy graduate are:
1. to enhance critical thinking that leads to an autonomous practitioner that can practice in a variety of clinical settings that may include direct access
2. to develop/enhance the ability of the clinician to assess societal needs and implement appropriate changes.
3. to communicate research findings and their implications on the field of physical therapy
4. to integrate the concepts of community service within the field of physical therapy
5. to provide culturally competent patient/client centered care to decrease functional limitations

## Program Educational Objectives

The educational objective of the program is to ensure that the graduates are culturally competent, practical, life-long learners and collaborative. The graduate will have the ability to perform the following within 3-5 years post-graduation:
1. demonstrated leadership qualities within their profession
2. demonstrated interdisciplinary communication and collaboration
3. engaged in community health services that addresses societal needs
4. participated in learning opportunities to maintain and enhance professional excellence

## Transitional Doctor of Physical Therapy (t-DPT)
## Program Courses

Designations: L=Lab; E=Elective; INT=Interdisciplinary Course; TDP= Transitional Doctor of Physical Therapy (course numbers beginning with 7000 or more indicate a doctorate level course)

| Core Courses | Credits |
|---|---|
| INT 7005 Pharmacology | 3 |
| TDP 7011 Differential Diagnosis & Medical Screening | 2 |
| TDP 7012 Diagnostic Imaging for Physical Therapist | 3 |
| INT 7003 Outcome Measurements & Analysis | 3 |
| INT 7004 Comprehensive Clinical Reasoning | 3 |
| INT 7001 Health & Wellness Theory & Practice | 3 |
| INT 7002 Healthcare Systems & Management | 3 |
| | 20 |

**Academic Track** (Academics emphasis)

| | |
|---|---|
| INT 7006E Instructional Strategies | 3 |
| INT 7007E Course Development I | 3 |
| INT 7008E Course Development II | 3 |
| INT 7009E Grant Writing | 3 |
| INT 7010E Clinicians in Academia | 3 |
| | 15 |

**Pediatric Track** (Pediatrics emphasis)

| | |
|---|---|
| TDP 7013/L Motor Control Theory & Practice | 3 |
| TDP 7016/L Advanced Neuromuscular Intervention | 3 |
| TDP 7014/L Pediatric Manual Therapy | 3 |
| TDP 7017/L Advanced Spasticity Management | 3 |
| TDP 7015/L Pediatric Movements | 3 |
| TDP 7018 Capstone Project | 3 |
| | 18 |

**Neuromuscular Track** (Neuromuscular emphasis)

| | |
|---|---|
| TDP 7020/L Advanced Neuromuscular Intervention | 3 |
| TDP 7019/L Advanced Motor Control Interventions | 3 |
| TDP 7023/L Advanced SCI Interventions | 3 |
| TDP 7022/L Advanced TBI Interventions | 3 |
| TDP 7021/L Advanced Spasticity Management | 3 |
| TDP 7024 Capstone in Neuromuscular Interventions | <u>3</u> |
| | 18 |

**Orthopedic Track** (Orthopedic emphasis)

| | |
|---|---|
| TDP 7025/L Advanced Orthopedic Interventions | 3 |
| TDP 7026/L Manual Therapy Practice & Theory | 3 |
| TDP 7027/L Manual Therapy of Cervical/Thoracic Spine | 3 |
| TDP 7028/L Manual Therapy of Lumbar Spine | 3 |
| TDP 7029/L Manual Therapy of Elderly Spine | 3 |
| TDP 7030 Capstone in Orthopedics | <u>3</u> |
| | 18 |

Total credits for completion:  26 credits
Total credits for completion with Academic Emphasis + Core Courses:  35 credits
Total credits for completion with Pediatrics Emphasis + Core Courses: 38 credits
Total credits for completion with Neuromuscular Emphasis + Core Courses: 38 credits
Total credits for completion with Orthopedic Emphasis + Core Courses: 38 credits

# t-DPT Course Descriptions

**INT 7005 Pharmacology (3 credits)**

This course presents topics on the administration, physiologic response, and adverse effects of drugs (prescriptions, over-the-counter medications, nutrients, and herbal supplements) under normal and pathophysiologic conditions across the lifespan. Focus on the influence of drugs on patients and client management.

**TDP 7011 Differential Diagnosis & Medical Screening (2 credits)**

This course reviews the health risks, screening, and assessments that consider epidemiological principles. It will also discuss the conduction of systems review to identify anatomical and physiological status of the musculoskeletal, neuromuscular, cardiovascular pulmonary and integumentary systems. The course will also include concepts of reliability and validity of the screening tests as they relate to physical therapy patients/client management. Evaluation of information gathered from the patient/client interview to identify involvement of the body systems and to identify relevant test and measures will also be discussed.

**TDP 7012 Diagnostic Imaging for Physical Therapist (3 credits)**

This course presents the frame works for the study of indications and implications of commonly used diagnostic imaging tests (Xray, MRI, ultrasonography, CT scan, ultrasound, fluoroscopy, PET scan, endoscopy, etc.) as they pertain to physical therapy patients/client management.

**INT 7003 Outcome Measurements & Analysis (3 credits)**

This course discusses the basic quantitative, qualitative, epidemiologic methods and designs, which include basic biostatistics, concepts of reliability and validity, critical appraisal of literature, and the development of a research proposal and clinical guidelines. Evidence-based clinical decision-making, including locating and accessing sources of evidence, evaluating levels of evidence, applying evidence to clinical practice and integrating evidence, patient values and preferences and clinical experience will also be included. Relevant test and measures for determining impairment and differentiating the diagnosis based on the specificity and sensitivity of the instrument along with outcome measures relating to functional disability, general health status, and patient/client satisfaction used to assess and guide rehab management will also be discussed.

**INT 7004 Comprehensive Clinical Reasoning (3 credits)**

This course will discuss the theories and concepts of clinical decision-making, developing a prognosis (using epidemiologic data), diagnosis and prevention. Clinical reasoning mixed with evidence –based decision-making across the life span will also be discussed. This will include hypothesis generation and refinement applied within the context of the client management model. The course will also focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology.

**INT 7001 Health & Wellness Theory & Practice (3 credits)**

This course presents discussions of theories of health and wellness, including motivational theory, locus of control, public health initiatives, ethical analysis, cultural competencies and psychosocial, spiritual, cultural considerations, principles of professional communications will also be discussed. The course also includes the role of the educator in the academic and clinical environment, and teaching and learning theories that include discussion of the motivational theory, social motivational theory as they apply to practice across multiple environments.

**INT 7002 Healthcare Systems & Management (3 credits)**

This course includes discussions on risk reduction strategies for primary and secondary prevention, including programs for special populations. This will also include discussions on delivery systems, legislation, and regulations to improve healthcare policy, and corporate/legal and regulatory factors. Concepts of business planning, including strategic planning, financial management, personnel management, physical resource management, communication skills in business management, marketing and public relations will also be discussed.

# Electives

*All credits must be completed in desired elective emphasis track for a degree completion with an emphasis. If no degree with an emphasis is desired, students must complete at least 6 credits from any of the emphasis tracks.

## *Academic Track Emphasis*

### INT 7006E Instructional Strategies (3 credits)

This course presents the framework of theory and practice of various strategies in developing and delivering effective instruction.  Different learning styles, types of assessments and keeping your students engaged will also be addressed.

### INT 7007E Course Development I (3 credits)

This course presents topics on syllabus development that includes objective writing, development of lecture content outline and an introduction to lecture preparation.  How to develop an active learning environment will also be presented.

### INT 7008E Course Development II (3 credits)

This course outlines the theory and development of student assessments, appropriate selection of student assessment tools and advanced lecture preparation skills which include the integration of evidence-based practice.

### INT 7009E Grant Writing (3 credits)

This course describes the grant seeking process, designing a letter of intent, proposal writing and executing a grant funded program.

### INT 7010E Clinicians in Academia (3 credits)

This course is a primer on academia and health professional education, role and responsibilities of a faculty member.

## Pediatric Track Emphasis

### TDP 7013E/L Motor Control Theory & Practice

This course and lab component will focus on the examination and treatment of patients with problems related to balance, mobility, and upper extremity

function, based on evidence-based practice. The course will also discuss the progress in motor control and the effects of age, disorder, and rehabilitation.

## TDP 7016E/L Pediatric Advanced Neuromuscular Intervention

This course and lab component will focus on the comprehensive physical therapy interventions for children with neurologic conditions. The course will examine the pathophysiology of neurologic deficits and possible rehabilitation interventions for improving movement outcomes. Biofeedback research, applications, clinical procedures and biomedical instrumentation will also be discussed.

## TDP 7014E/L Pediatric Manual Therapy

This course and lab component examines the present comprehensive conceptual approach to the subject of manual therapy for children of different ages. The course will also focus on the relationship between the neuromusculoskeletal structure and function at different stages of development. It will also outline the prevention of problems during child development and effective treatment and management. Discussions and labs will also cover the pediatric spine.

## TDP 7017E/L Pediatric Advanced Spasticity Management

This course and lab component will focus on the clinical evaluation and management of spasticity. Current concepts on pathophysiology of chronic neurologic spasticity and discussion on the complex medical and surgical management will also be discussed.

## TDP 7015E/L Pediatric Movements

The course and lab component will explore the motor control, learning, and development of children with movement disorders. The course will assist the student in increasing their knowledge of the effectiveness of intervention. It will also examine topics on motor control for posture and prehension, motor learning challenges of children with movement dysfunction, predictors of standing balance in children with cerebral palsy and the reliability of a clinical measure of muscle extensibility in preterm and full-term newborn infants. Controversial therapies for developmental disabilities will also be discussed.

**TDP 7018E Capstone Project**

This course will focus on the learner developing a capstone project. The learner will integrate the content that they have covered throughout the curriculum. The course will allow the learner to analyze and apply the information to a specific clinical in-depth issue while adding to the learner's professional body of knowledge via manuscript or professional meeting presentation.

*Neuromuscular Emphasis Track*

**TDP 7020E/L Advanced Neuromuscular Intervention**

This course and lab component focuses on evidence-based practice of advanced neuromuscular interventions. The course will integrate the guide to physical therapist practice as it relates to the neuromuscular system in clinical care. Topics will include an overview of pertinent anatomy, physiology, and pathophysiology.

**TDP 7019E/L Advanced Motor Control Interventions**

This course and lab component will focus on the examination and treatment of patients with problems related to balance, mobility, and upper extremity function, based on evidence-based practice. The course will also discuss the progress in motor control and the effects of age, disorder and rehabilitation.

**TDP 7023E/L Advanced SCI Interventions**

This course and lab component will discuss the wide spectrum of rehabilitation interventions, administrative and clinical issues for patients with spinal cord injuries. Topics on the incidence, etiology, diagnosis, and clinical features for patients with spinal cord injuries will also be discussed. Lab component will focus on evidence-based interventions and techniques.

**TDP 7022E/L Advanced TBI Interventions**

This course and lab component will focus on the rehabilitative treatment and case management of the patient with a traumatic brain injury. The course will discuss the prevalent and persistent deficits that follow a traumatic brain injury. The content will also focus on the general principles and clinical care that include effective interventions and techniques.

**TDP 7021E/L Advanced Spasticity Management**

This course and lab component will focus on the clinical evaluation and management of spasticity. Current concepts on pathophysiology of chronic neurologic spasticity and discussion on the complex medical and surgical management will also be discussed.

**TDP 7024E Capstone in Neuromuscular Interventions**

This course will focus on the learner developing a capstone project. The learner will integrate the content that they have covered throughout the curriculum. The course will allow the learner to analyze and apply the information to a specific clinical in-depth issue while adding to the learner's professional body of knowledge via manuscript or professional meeting presentation.

*Orthopedics Track Emphasis*

**TDP 7025E/L Advanced Orthopedic Interventions**

This course and lab component will discuss the basis and practice of Muscle Energy Techniques that are widely recognized for the approach to treating musculoskeletal dysfunction. It will examine and demonstrate the manipulative techniques in which a patient, on request, actively uses his or her muscles from a controlled position in a specific direction against a distinct counterforce applied by the practitioner. The course will also outline the background to soft tissue dysfunction and explain the chain reactions which occur as part of such dysfunctions. Precise assessment and diagnosis guidelines will also be discussed.

**TDP 7026E/L Manual Therapy Practice & Theory**

This course and lab component covers the theory and the practice of clinical reasoning skills for all physical therapists. The content will focus on applying the theoretical knowledge involved in clinical reasoning to practice and to become a better practitioner. The content will also focus on the theories, validation and techniques of manual treatment for both chronic and acute neuromuscular pain and somatic dysfunction. The course will present the most current and significant spinal rehab information, showing how to apply simple and inexpensive rehabilitation in the office.

**TDP 7027E/L Manual Therapy of Cervical/Thoracic Spine**

This course and lab component will discuss the latest research in the field of manual therapy. The content will focus on an evidence-based examination of the work of leading researchers and its application to clinical practice. The content will also include spinal manual therapy techniques of the cervical/thoracic spine beyond the focus of traditional theories and principles. The course will present the most current and significant spinal rehab information, showing how to apply simple and inexpensive rehabilitation in the office.

**TDP 7028E/L Manual Therapy of Lumbar Spine**

This course and lab component will discuss the latest research in the field of manual therapy. The content will focus on an evidence-based examination of the work of leading researchers and its application to clinical practice. The content will also include spinal manual therapy techniques of the lumbar spine beyond the focus of traditional theories and principles. The course will present the most current and significant spinal rehab information, showing how to apply simple and inexpensive rehabilitation in the office.

**TDP 7029E/L Manual Therapy of Elderly Spine**

This course and lab component will discuss the latest research in the field of manual therapy. The content will focus on an evidence-based examination of the work of leading researchers and its application to clinical practice. The content will also include spinal manual therapy techniques of the elderly spine beyond the focus of traditional theories and principles. The course will present the most current and significant spinal rehab information, showing how to apply simple and inexpensive rehabilitation in the office.

**TDP 7030E Capstone in Orthopedics**

This course will focus on the learner developing a capstone project. The learner will integrate the content that they have covered throughout the curriculum. The course will allow the learner to analyze and apply the information to a specific clinical in-depth issue while adding to the learner's professional body of knowledge via manuscript or professional meeting presentation.

# Transitional Occupational Therapy Doctorate
# (t-OTD)

## Program Description

The Transitional Occupational Therapy Doctorate is the post-professional degree for the licensed occupational therapist. It is the goal of the online program to prepare graduates with evidence-based practice methods that will advance the profession of occupational therapy. Administrative skills, instructional strategies and advanced clinical practices will be taught within the program.

Graduates will be able to seek employment within the following areas:
1.  educator in higher education
2.  occupational Therapist Clinician
3.  administrator (clinical or in higher education)
4.  critical Inquirer (Clinical research in the area of occupational therapy)
5.  occupational Therapy Clinical Consultant

## Program Learning Outcomes

The learning outcomes for the Transitional Occupational Therapy Doctorate graduate are:
1.  to enhance critical thinking that leads to an autonomous practitioner that can practice in a variety of clinical settings that may include direct access.
2.  to develop/enhance the ability of the clinician to assess societal needs and implement appropriate changes.
3.  to communicate research findings and their implications on the field of occupational therapy.
4.  to integrate the concepts of community service within the field of occupational therapy.
5.  to provide culturally competent patient/client centered care to decrease functional limitations.

## Program Educational Objectives

The educational objective of the program is to ensure that the graduates are culturally competent, practical, life-long learners and collaborative. The graduate will have the ability to perform the following within 3-5 years post-graduation:
1.  demonstrated leadership qualities within their profession
2.  demonstrated interdisciplinary communication and collaboration
3.  engaged in community health services that addresses societal needs

4.  participated in learning opportunities to maintain and enhance professional excellence

# Transitional Occupational Therapy Doctorate
## Program Courses

Designations: E=Elective;  INT=Interdisciplinary Course;  TOT= Transitional Occupational Therapy Doctorate (course numbers beginning with 7000 or more indicate a doctorate level course)

| **Core Courses** | **Credits** |
|---|---|
| INT 7003 Outcome Measurements & Analysis | 3 |
| INT 7004 Comprehensive Clinical Reasoning | 3 |
| TOT 7101 Social Policy and OT Practice | 3 |
| TOT 7102 Clinical Theory Analysis | 3 |
| INT 7001 Health & Wellness Theory & Practice | 3 |
| INT 7002 Healthcare Systems & Management | <u>3</u> |
| | 18 |

## *Electives* (*6 credits from electives are required*)

| | |
|---|---|
| INT 7006E Instructional Strategies | 3 |
| INT 7007E Course Development I | 3 |
| INT 7008E Course Development II | 3 |
| INT 7009E Grant Writing | 3 |
| INT 7010E Clinicians in Academia | 3 |
| INT 7005 Pharmacology | <u>3</u> |
| | 18 |

## Academic Track (Academics emphasis)

| | |
|---|---|
| INT 7006E Instructional Strategies | 3 |
| INT 7007E Course Development I | 3 |
| INT 7008E Course Development II | 3 |
| INT 7009E Grant Writing | 3 |
| INT 7010E Clinicians in Academia | <u>3</u> |
| | 15 |

Total credits for completion:  24 credits
Total credits for completion with Academic Emphasis + Core Courses:  33 credits

# t-OTD Course Descriptions

**INT 7003 Outcome Measurements & Analysis (3 credits)**

This course discusses the basic quantitative, qualitative, epidemiologic methods and designs, which include basic biostatistics, concepts of reliability and validity, critical appraisal of literature, and the development of a research proposal and clinical guidelines.  Evidence-based clinical decision-making, including locating and accessing sources of evidence, evaluating levels of evidence, applying evidence to clinical practice and integrating evidence, patient values and preferences and clinical experience will also be included.  Relevant test and measures for determining impairment and differentiating the diagnosis based on the specificity and sensitivity of the instrument along with outcome measures relating to functional disability, general health status, and patient/client satisfaction used to assess and guide rehab management will also be discussed.

**INT 7004 Comprehensive Clinical Reasoning (3 credits)**

This course will discuss the theories and concepts of clinical decision-making, developing a prognosis (using epidemiologic data), diagnosis and prevention. Clinical reasoning mixed with evidence –based decision-making across the life span will also be discussed. This will include hypothesis generation and refinement applied within the context of the client management model. The course will also focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology.

**INT 7001 Health & Wellness Theory & Practice (3 credits)**

This course presents discussions of theories of health and wellness, including motivational theory, locus of control, public health initiatives, ethical analysis, cultural competencies and psychosocial, spiritual, cultural considerations, principles of professional communications will also be discussed. The course also includes the role of the educator in the academic and clinical environment, and teaching and learning theories that include discussion of the motivational theory, social motivational theory as they apply to practice across multiple environments.

**INT 7002 Healthcare Systems & Management (3 credits)**

This course includes discussions on risk reduction strategies for primary and secondary prevention, including programs for special populations. This will also include discussions on delivery systems, legislation, and regulations to improve healthcare policy, and corporate/legal and regulatory factors. Concepts of

business planning, including strategic planning, financial management, personnel management, physical resource management, communication skills in business management, marketing and public relations will also be discussed.

### TOT 7101 Social Policy and OT Practice (3 credits)

This course examines the effects of social policy on individuals with disabilities and/or functional limitations.   Discussions on disability policy and its relation to occupational therapy practice will also be included.

### TOT 7102 Clinical Theory Analysis (3 credits)

The course focuses on the evaluation of clinical theories from an evidence base practice perceptive. Various systematic analyses of major practice theories will be discussed. The course will examine contrasting perceptions of the various conceptual and theoretical frameworks. Current concepts in occupational therapy will also be analyzed.

## Electives
*All credits must be completed in desired elective emphasis track for a degree completion with an emphasis. If no degree with an emphasis is desired, students must complete at least 6 credits from any of the emphasis tracks.

## Academic Emphasis Elective

### INT 7006E Instructional Strategies (3 credits)

This course presents the framework of theory and practice of various strategies in developing and delivering effective instruction.  Different learning styles, types of assessments and keeping your students engaged will also be addressed.

**INT 7007E Course Development I (3 credits)**

This course presents topics on syllabus development that includes objective writing, development of lecture content outline and an introduction to lecture preparation.  How to develop an active learning environment will also be presented.

**INT 7008E Course Development II (3 credits)**

This course outlines the theory and development of student assessments, appropriate selection of student assessment tools and advanced lecture preparation skills which include the integration of evidence-based practice.

**INT 7009E Grant Writing (3 credits)**

This course describes the grant seeking process, designing a letter of intent, proposal writing and executing a grant funded program.

**INT 7010E Clinicians in Academia (3 credits)**

This course is a primer on academia and health professional education, role and responsibilities of a faculty member.

## General Elective

**INT 7005 Pharmacology (3 credits)**

This course presents topics on the administration, physiologic response, and adverse effects of drugs (prescriptions, over-the-counter medications, nutrients, and herbal supplements) under normal and pathophysiologic conditions across the lifespan. Focus on the influence of drugs on patients and client management.

# Doctor of Philosophy in Rehabilitation Sciences
## (PhD)

## Program Description

The online program of PhD in Rehabilitation Sciences is a curriculum that focuses on the study of the effects of disability, functional limitations, and impairments on human functional performance.  The effects of social and psychological components on rehabilitation performance will be studied.  The program will also examine current evidence-based practices for relevant interventions in various physical, social and psychological environments.  The development and enhancement of research skills including scholarly activity will function as the underlying tenets of the program.

Graduates will be able to seek employment within the following areas:
1. educator in higher education
2. rehabilitation therapist/clinician
3. administrator (clinical or in higher education)
4. critical Inquirer (clinical research in rehabilitation)
5. clinical Consultant in rehabilitation

## Program Learning Outcomes

The learning outcomes of the doctoral program is to ensure graduates will be able to:
1. increase the quality of life for individuals with disabilities by:
    (a) utilizing evidence-based practice
    (b) improving functional limitations and impairments
    (c) improving psychosocial issues
2. foster better interprofessional collaborations by:
    (a) increasing interdisciplinary approaches to healthcare delivery
    (b) creating interdisciplinary research collaborations
3. create change in healthcare delivery by addressing social and health policy issues
4. conduct culturally competent scholarly activities within the field of rehabilitation science
5. communicate research findings and their implications on the field of rehabilitation science
6. integrate the components of scholarship: research, teaching, mentoring, and service within the field of rehabilitation science
7. provide patient/client centered care to decrease functional limitations

## Program Educational Objectives

The educational objective of the program is to produce researchers, scholars, teachers and forward, critical thinkers that will have the ability to perform the following within 3-5 years post-graduation:
1. demonstrated leadership qualities within their profession
2. demonstrated interdisciplinary communication and collaboration
3. engaged in community health services that addresses societal needs
4. participated in learning opportunities to maintain and enhance professional excellence
5. demonstrated collaborative research activities
6. demonstrated proven record of scholarly activity

# Doctor of Philosophy in Rehabilitation Sciences (PhD)
## Program Courses

Designations: E=Elective; INT=Interdisciplinary Course; REB=PhD in Rehabilitation Sciences (course numbers beginning with 7000 or more indicate a doctorate level course)

## *Courses*          *Credits*

### Core

| Course | Credits |
|---|---|
| REB 7402 Psychosocial Impacts in Rehabilitation | 3 |
| REB 7403 Pathophysiology and Disability | 3 |
| REB 7405 Rehabilitation in Counseling | 3 |
| REB 7406 Pathokinesiology and Impairments | 3 |
| REB 7407 Concepts in Rehabilitation Sciences | 3 |
| REB 7408 Cognitive Disabilities in Rehabilitation | 3 |
| REB 7409 Functional Assessments and Outcome Measurements | 3 |
| REB 7410 Neurophysiology and Impairment | 3 |
| | 24 |

### Scientific Inquiry

| Course | Credits |
|---|---|
| INT 7051 Biostatistics | 3 |
| INT 7003 Outcome Measurements and Analysis | 3 |
| INT 7052 Research Methods in Rehabilitation | 3 |
| INT 7009E Grant Writing | 3 |
| INT 7053 Doctoral Seminar | 2 |
| | 14 |

### Essentials

| Course | Credits |
|---|---|
| INT 7002 Healthcare Systems & Management | 3 |
| INT 7006E Instructional Strategies | 3 |
| INT 7007E Course Development I | 3 |
| INT 7008E Course Development II | 3 |
| INT 7001 Health and Wellness Theory and Practice | 3 |
| REB 7401 Rehabilitation Science and Disability | 3 |
| REB 7411 Dissertation | 16 |
| | 34 |

Total credits for completion: 72 credits

# (PhD) Course Descriptions

<u>Scientific Inquiry</u>

## INT 7051 Biostatistics (3 credits)

This course focuses on the principles of biostatistics and its relevancy in epidemiology. The course will outline the concepts in analyzing statistical outcomes to identify contributing factors in health-related problems.

## INT 7003 Outcome Measurements & Analysis (3 credits)

This course discusses the basic quantitative, qualitative, epidemiologic methods and designs, which include basic biostatistics, concepts of reliability and validity, critical appraisal of literature, and the development of a research proposal and clinical guidelines. Evidence-based clinical decision-making, including locating and accessing sources of evidence, evaluating levels of evidence, applying evidence to clinical practice and integrating evidence, patient values and preferences and clinical experience will also be included. Relevant test and measures for determining impairment and differentiating the diagnosis based on the specificity and sensitivity of the instrument along with outcome measures relating to functional disability, general health status, and patient/client satisfaction used to assess and guide rehab management will also be discussed.

## INT 7052 Research Methods in Rehabilitation (3 credits)

This course will provide an overview of statistical methods utilized in rehabilitation research. The course will focus on the implementation of research skills learned from previous courses in the development of a scholarly written paper. Emphasis will be placed on producing a project that addresses issues in rehabilitation sciences.

## INT 7009E Grant Writing (3 credits)

This course describes the grant seeking process, designing a letter of intent, proposal writing and executing a grant funded program.

**INT 7053 Doctoral Seminar (2 credits)**

This course will discuss topics on the guidelines in preparing a Dissertation proposal and the vary techniques utilized in its preparation.


**Essentials**

**INT 7002 Healthcare Systems & Management (3 credits)**

This course includes discussions on risk reduction strategies for primary and secondary prevention, including programs for special populations. This will also include discussions on delivery systems, legislation, and regulations to improve healthcare policy, and corporate/legal and regulatory factors. Concepts of business planning, including strategic planning, financial management, personnel management, physical resource management, communication skills in business management, marketing and public relations will also be discussed.

**INT 7006E Instructional Strategies (3 credits)**

This course presents the framework of theory and practice of various strategies in developing and delivering effective instruction.  Different learning styles, types of assessments and keeping your students engaged will also be addressed.

**INT 7007E Course Development I (3 credits)**

This course presents topics on syllabus development that includes objective writing, development of lecture content outline and an introduction to lecture preparation.  How to develop an active learning environment will also be presented.

**INT 7008E Course Development II (3 credits)**

This course outlines the theory and development of student assessments, appropriate selection of student assessment tools and advanced lecture preparation skills which include the integration of evidence-based practice.

**INT 7001 Health & Wellness Theory & Practice (3 credits)**

This course presents discussions of theories of health and wellness, including motivational theory, locus of control, public health initiatives, ethical analysis, cultural competencies and psychosocial, spiritual, cultural considerations, principles of professional communications will also be discussed. The course also includes the role of the educator in the academic and clinical environment, and

teaching and learning theories that include discussion of the motivational theory, social motivational theory as they apply to practice across multiple environments.

### REB 7401 Rehabilitation Science and Disability (3 credits)

This course explores the various assistive technologies that are used in rehabilitation. The course will also focus on functional movement for the patient with a disability and/or limitation as it relates to rehabilitation science. Evidence based practice will be explored to discover interventions that will effectively increase the functional capacity of the patient.

### REB 7411 Dissertation (16 credits)

This course is the production and defense of Doctoral dissertation. Topics will be approved by a dissertation committee.


### Core Courses

### REB 7402 Psychosocial Impacts in Rehabilitation (3 credits)

This course explores various psychosocial issues that can impact an individual with a functional limitation and/or disability. The effects of social policies on these same individuals will also be discussed.

### REB 7403 Pathophysiology and Disability (3 credits)

This course examines the pathophysiological process that leads to disability. Injuries to the musculoskeletal, neuromuscular, cardiopulmonary, and integumentary system will also be discussed.

### REB 7405 Rehabilitation in Counseling (3 credits)

This course will explore the concepts, theories, and basic techniques of counseling for individuals with a functional limitation and/or disability. Techniques in establishing, managing, and evaluating support groups will also be discussed.

**REB 7406 Pathokinesiology and Impairments (3 credits)**

This course will discuss the process involved in pathokinesiology that leads to disability.  Injuries to the musculoskeletal, neuromuscular, cardiopulmonary, and integumentary system will also be discussed.

**REB 7407 Concepts in Rehabilitation Sciences (3 credits)**

This course will explore the conceptual framework of rehabilitation sciences. The course will also examine theories and principles on the impact of rehabilitation on individuals with functional limitation and/or disability. The rehabilitation environment will also be discussed.

**REB 7408 Cognitive Disabilities in Rehabilitation (3 credits)**

This course examines the effects of cognitive issues on the rehabilitation process. It will also explore the theories and concepts of various behavioral systems, case conference strategies, and behavioral management.

**REB 7409 Functional Assessments and Outcome Measurements (3 credits)**

This course will examine the theories and concepts in performing functional assessments and outcome measurements in rehabilitation. Theories on the utilization of evidence-based medicine in rehabilitation, behavior measurement, and research outcomes design will also be discussed.

**REB 7410 Neurophysiology and Impairment (3 credits)**

This course will examine the various concepts of neurophysiology as it relates to patients with functional impairments and/or disabilities. Current topics of neurophysiology in rehabilitation medicine will also be explored.

# Doctor of Nursing Science (DNSc)

## Program Description

The online Doctor of Nursing Science (DNSc) program is designed to prepare nurses with advanced research skills to deliver evidence-based patient care. The program will equip graduates with a scientific knowledge base to develop in scholarship, clinical leadership and organizational skills.

Graduates will be able to seek employment within the following areas:
1. Educator in higher education
2. Administrator (clinical or in higher education)
3. Clinical researcher
4. Clinical Consultant in nursing
5. Clinical nurse

## Program Learning Outcomes

The objectives of the DNSc program are to ensure that graduates will be able to:
a. critique and integrate different science perspectives in the conduct of research
b. generate new ideas based on a critical evaluation of existing knowledge
c. have the knowledge on how to conduct original research
d. utilize professional and research ethics and judgment in the conduct of research
e. conduct culturally competent scholarly activities to improve nursing practice
f. communicate research findings and their implications on the nursing profession
g. integrate the components of scholarship: research, teaching, mentoring, and service to the nursing profession
h. provide evidenced based patient centered care to decrease functional limitations

## Program Educational Objectives
The educational objective of the program is to produce researchers, leaders, culturally competent, life-long learners and forward, critical thinkers, that will have the ability to perform the following within 3-5 years post-graduation:
1. Demonstrated leadership qualities within their profession
2. Demonstrated interdisciplinary communication and collaboration
3. Engaged in community health services that addresses societal needs

4. Participated in learning opportunities to maintain and enhance professional excellence
5. Demonstrated collaborative research activities


# Doctor of Nursing Science (DNSc)
## Program Courses

Designations: E=Elective;  INT=Interdisciplinary Course;  DNS=Doctor of Nursing Science
(course numbers beginning with 7000 or more indicate a doctorate level course)

| *Core Courses* | *Credits* |
| --- | --- |
| DNS 7310 Comprehensive Clinical Reasoning | 3 |
| INT 7001 Health & Wellness Theory & Practice | 3 |
| INT 7002 Healthcare Systems & Management | 3 |
| DNS 7301 Ethical Issues in Nursing Practice | 3 |
| DNS 7302 Organizational and Systemic Leadership | 3 |
| DNS 7303 Financial Management & Economics in Health Care | 3 |
| DNS 7054 Information Systems in Healthcare | 3 |
| DNS 7304 Interprofessional Collaboration in Healthcare | 3 |
| DNS 7305 Evidence Based Practice in Nursing | 3 |
| DNS 7306 Concepts of Epidemiology | 3 |
| INT 7051 Biostatistics | 3 |
| INT 7003 Outcome Measurements & Analysis | 3 |
| DNS 7307 Critical Inquiry | 3 |
| DNS 7308 DNSc Capstone Seminar | 2 |
| DNS 7309 DNSc Capstone Project | <u>6</u> |
| | 47 |


# *Electives*  (6 credits from electives are required)

**Academic Track** (Academic Emphasis)

| | |
| --- | --- |
| INT 7006E Instructional Strategies | 3 |
| INT 7007E Course Development I | 3 |
| INT 7008E Course Development II | 3 |
| INT 7009E Grant Writing | 3 |
| INT 7010E Clinicians in Academia | <u>3</u> |
| | 15 |


Total credits for completion:  53 credits
Total credits for completion with Academic Emphasis + Core Courses:  68 credits

# DNSc Course Descriptions

## DNS 7310 Comprehensive Clinical Reasoning (3 credits)

This course will discuss the theories and concepts of clinical decision-making, developing a prognosis (using epidemiologic data), diagnosis and prevention. Clinical reasoning mixed with evidence –based decision-making across the life span will also be discussed. This will include hypothesis generation and refinement applied within the context of the client management model. The course will also focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology.

## INT 7001 Health & Wellness Theory & Practice (3 credits)

This course presents discussions of theories of health and wellness, including motivational theory, locus of control, public health initiatives, ethical analysis, cultural competencies and psychosocial, spiritual, cultural considerations, principles of professional communications will also be discussed. The course also includes the role of the educator in the academic and clinical environment, and teaching and learning theories that include discussion of the motivational theory, social motivational theory as they apply to practice across multiple environments.

## INT 7002 Healthcare Systems & Management (3 credits)

This course includes discussions on risk reduction strategies for primary and secondary prevention, including programs for special populations. This will also include discussions on delivery systems, legislation, and regulations to improve healthcare policy, and corporate/legal and regulatory factors. Concepts of business planning, including strategic planning, financial management, personnel management, physical resource management, communication skills in business management, marketing and public relations will also be discussed.

## DNS 7301 Ethical Issues in Nursing Practice (3 credits)

This course examines ethical principles and issues that are faced in the advanced nursing practice. Effective strategies in dealing with ethical dilemmas and decision making will also be discussed.  The course will focus on ethical issues that are arising in the current practice of healthcare.

### DNS 7302 Organizational and Systemic Leadership (3 credits)

This course will focus on organizational and systemic theories involved in the delivery of healthcare. A theoretical framework will be created for the discussion of motivation, power, leadership, resource management, influence and strategic planning. Principles of quality assurance and continuous process improvement will also be addressed.

### DNS 7303 Financial Management & Economics in Health Care (3 credits)

This course examines the main tenets of managing the financial components of the health care delivery systems. It will also outline the economic principles that are involved in these same delivery systems. The course will highlight the various impacts that the financial and economic health care environments have on nursing administration.

### DNS 7054 Information Systems in Healthcare (3 credits)

This course will focus on the principles of information technology in the delivery of health care. It will also emphasize the theories and concepts on the use of information systems in advanced nursing practice and healthcare in general.

### DNS 7304 Interprofessional Collaboration in Healthcare (3 credits)

This course is designed to discuss the theories of interprofessional collaboration in healthcare. The course will focus on concepts that involve communication with healthcare professionals and provider-client communication. The course will also highlight role transformation of the nursing profession and its effects on the delivery of health care.

### DNS 7305 Evidence Based Practice in Nursing (3 credits)

This course will emphasize the principles and concepts of evidence-based practice in advanced nursing practice. It will also outline how to utilize and evaluate the outcomes of evidence base medicine in the practice of nursing.

### DNS 7306 Concepts of Epidemiology (3 credits)

This course examines the use of various epidemiological models to assess the environmental factors that are contributing to health-related problems. The course will focus on strategies that will address the various contributing factors that are identified within the environment.

**INT 7051 Biostatistics (3 credits)**

This course focuses on the principles of biostatistics and its relevancy in epidemiology. The course will outline the concepts in analyzing statistical outcomes to identify contributing factors in health-related problems.

**INT 7003 Outcome Measurements & Analysis (3 credits)**

This course discusses the basic quantitative, qualitative, epidemiologic methods and designs, which include basic biostatistics, concepts of reliability and validity, critical appraisal of literature, and the development of a research proposal and clinical guidelines. Evidence-based clinical decision-making, including locating and accessing sources of evidence, evaluating levels of evidence, applying evidence to clinical practice and integrating evidence, patient values and preferences and clinical experience will also be included. Relevant test and measures for determining impairment and differentiating the diagnosis based on the specificity and sensitivity of the instrument along with outcome measures relating to functional disability, general health status, and patient/client satisfaction used to assess and guide rehab management will also be discussed.

**DNS 7307 Critical Inquiry (3 credits)**

The course will examine the research process in health care. It will also highlight the process of utilizing and interpreting the literature. The course will focus on evaluating scientific and clinical literature as it relates to the nursing profession and the healthcare environment.

**DNS 7308 DNSc Capstone Seminar (2 credits)**

This course will discuss the concepts of project planning, implementation, management and evaluation in advanced nursing practice. Principles of practice improvement, innovation and testing of interventions will also be addressed.

**DNS 7309 DNSc Capstone Project (6 credits)**

This course focuses on the implementation of research skills learned from previous courses in the development of a scholarly written paper. Emphasis will be placed on producing a project that addresses issues in advanced nursing practice.

## *Electives*

*All credits must be completed in desired elective emphasis track for a degree completion with an emphasis. If no degree with an emphasis is desired, students must complete at least 6 credits from any of the emphasis tracks.

### Academic Track

### INT 7006E Instructional Strategies (3 credits)

This course presents the framework of theory and practice of various strategies in developing and delivering effective instruction.  Different learning styles, types of assessments and keeping your students engaged will also be addressed.

### INT 7007E Course Development I (3 credits)

This course presents topics on syllabus development that includes objective writing, development of lecture content outline and an introduction to lecture preparation.  How to develop an active learning environment will also be presented.

### INT 7008E Course Development II (3 credits)

This course outlines the theory and development of student assessments, appropriate selection of student assessment tools and advanced lecture preparation skills which include the integration of evidence-based practice.

### INT 7009E Grant Writing (3 credits)

This course describes the grant seeking process, designing a letter of intent, proposal writing and executing a grant funded program.

### INT 7010E Clinicians in Academia (3 credits)

This course is a primer on academia and health professional education, role and responsibilities of a faculty member.

# Doctor of Science in Movement Sciences (DScMvt)

## Program Description

The Doctor of Science degree in Movement Sciences (DScMvt) is a scientifically based clinical doctoral degree offered online.  Its focus is on the study of human performance as it relates to movement and dysfunction throughout the lifespan. The doctoral program will prepare scientific scholars that can function as clinicians, researchers, or academicians.  The scholar will go through a rigorous curriculum that is designed to address the various challenges faced with individuals with impairments, functional limitations, disability, a handicap as a direct result of an injury, disease, or developmental disorder. The various components of human movement will be studied through the restoration, compensation, and maintenance of movement. The program will explore movement through an interdisciplinary approach to foster interprofessional collaboration within the delivery of healthcare. Research methods and evidence-based practice are the underlying tenets of this degree.

Graduates will be able to seek employment within the following areas:
1. Educator in higher education
2. Administrator (clinical or in higher education)
3. Critical Inquirer (Clinical research in Movement Science)
4. Clinical Consultant in the area of Movement Science

## Program Learning Outcomes

The objectives of the DScMvt program are to ensure that graduates will be able to:
1. provide a broad scientifically based knowledge in the field of movement science/human performance
2. give students the necessary skills to analyze human movement with the use of instrumentation lab techniques
3. enhance the understanding and analysis of human movement from a functional limitation and disability perspective
4. enhance the ability to critically think within the field of movement science by incorporating evidence-based practice in its interventions, analysis, and the synthesis of collected data to decrease functional limitations
5. conduct culturally competent scholarly activities within the field of movement science
6. communicate research findings and their implications on the field of movement science

7. integrate the components of scholarship: research, teaching, mentoring, and service within the field of movement science
8. provide patient/client centered care to decrease functional limitations

## Program Educational Objectives

The educational objective of the program is to produce researchers, leaders, culturally competent, life-long learners and forward, critical thinkers, that will have the ability to perform the following within 3-5 years post-graduation:
1. Demonstrated leadership qualities within their profession
2. Demonstrated interdisciplinary communication and collaboration
3. Engaged in community health services that addresses societal needs
4. Participated in learning opportunities to maintain and enhance professional excellence
5. Demonstrated collaborative research activities

# Doctor of Science in Movement Sciences (DScMvt)
## Program Courses

Designations: E=Elective; INT=Interdisciplinary Course;  DSC=Doctor of Science in Movement Science (course numbers beginning with 7000 or more indicate a doctorate level course)

| *Courses* | *Credits* |
|---|---|
| **Core** | |
| DSC 7201 Developmental Biomechanics across the Lifespan | 3 |
| DSC 7202 Applied Movement Science | 3 |
| DSC 7203/L Biomechanics of Human Movement | 3 |
| DSC 7206/L Human Performance and Motor Control | 3 |
| DSC 7209/L Advanced Pathokinesiology | 3 |
| DSC 7205/L Clinical Biomechanics | 3 |
| DSC 7207/L Neuromuscular Movement of Human Performance | 3 |
| DSC 7210/L Neuromuscular Training and Performance | 3 |
| DSC 7208/L Orthotic and Prosthetic Design and Human Movement | 3 |
| DSC 7204/L Laboratory Techniques in Movement Science | 3 |
| | 30 |
| **Scientific Inquiry** | |
| INT 7051 Biostatistics | 3 |
| INT 7003 Outcome Measurements and Analysis | 3 |
| INT 7052 Research Methods in Rehabilitation | 3 |
| INT 7009E Grant Writing | 3 |
| INT 7053 Doctoral Seminar | 2 |
| DSC 7211 Dissertation | 16 |
| | 30 |
| **Essentials** | |
| INT 7006E Instructional Strategies | 3 |
| INT 7007E Course Development I | 3 |
| INT 7008E Course Development II | 3 |
| | 9 |

Total credits for completion:  69 credits

# DScMvt Course Descriptions

## Core (30 Credits)

**DSC 7203/L Biomechanics of Human Movement (3 credits)**

This course and lab examine the biomechanical principles that relate to the human body and performance. Concepts on mechanical factors on human movement from a disability, rehabilitative, and sports perspective will also be discussed.

**DSC 7207/L Neuromuscular Movement of Human Performance (3 credits)**

The course and lab will focus on the neuromuscular movements and components of human performance.  Neuromuscular activation patterns in normal and pathological human locomotion will also be outlined.

**DSC 7204/L Laboratory Techniques in Movement Science   (3 credits)**

This course and lab will discuss the instrumentation that is used in the study of movement.  The course will focus on how to collect and analyze motion data with the instrumentation used in motion analysis.

**DSC 7208/L Orthotics and Prosthetic Design and Human Movement (3 credits)**

The course and lab continue to build on typical and pathological human locomotion as it relates to the use of orthotics and prosthetics. The course will discuss assessment tools and techniques used in determining the appropriate orthotic and/or prosthetic design.  It will also analyze the effect of the orthotics and prosthetics on human movement.

**DSC 7205/L Clinical Biomechanics (3 credits)**

This course and lab examine the clinical biomechanical principles that are related to musculoskeletal disorders that affect human motor performance.  Concepts and theories of the relationship between applied science and biomechanics will also be addressed.

**DSC 7206/L Human Performance and Motor Control (3 credits)**

The course and lab present an advanced conceptual framework of neural and behavioral theories in motor control and human performance.  Topics will highlight the planning and executing of movement along with the theory of

motor control and locomotion. The course will also examine the principles of motor learning and adaptation.

**DSC 7209/L Advanced Pathokinesiology (3 credits)**

This course and lab are an advanced investigation of the pathokinesiology conditions and its relation to human function.  It will focus on the application principles of motor control and learning in the fields of neuromuscular, musculoskeletal and sensorimotor deficits.

**DSC 7201 Developmental Biomechanics across the Lifespan (3 credits)**

This course examines the developmental biomechanics throughout the lifespan along with the effects of developmental disabilities on biomechanics. The course will also focus on the development of motor patterns in relations to the maturation of the nervous system.  The effects of age throughout the lifespan on the sensory, neuromuscular, and central nervous systems will also be discussed.

**DSC 7210/L Neuromuscular Training and Performance (3 credits)**

This course and lab will examine the various techniques used in neuromuscular training and enhancing performance.  Interventions and prevention of injuries during human performance will also be discussed. Assessments, data collection, clinical exercise training and testing, and interpretation of results will also be addressed.

**DSC 7202 Applied Movement Science (3 credits)**

The course will build on the knowledge and principles of movement science.  It will explore clinical cases that require the integration of biomechanical principles.  Evidence based practice for advanced intervention and prevention techniques will also be discussed.  The course will focus on integrating applied principles of biomechanics and neuromuscular training and performance.

## Scientific Inquiry

**INT 7051 Biostatistics (3 credits)**

This course focuses on the principles of biostatistics and its relevancy in epidemiology.  The course will outline the concepts in analyzing statistical outcomes to identify contributing factors in health-related problems.

**INT 7003E Outcome Measurements & Analysis (3 credits)**

This course discusses the basic quantitative, qualitative, epidemiologic methods and designs, which include basic biostatistics, concepts of reliability and validity, critical appraisal of literature, and the development of a research proposal and clinical guidelines. Evidence-based clinical decision-making, including locating and accessing sources of evidence, evaluating levels of evidence, applying evidence to clinical practice and integrating evidence, patient values and preferences and clinical experience will also be included. Relevant test and measures for determining impairment and differentiating the diagnosis based on the specificity and sensitivity of the instrument along with outcome measures relating to functional disability, general health status, and patient/client satisfaction used to assess and guide rehab management will also be discussed.

**INT 7052 Research Methods in Rehabilitation (3 credits)**

This course will provide an overview of statistical methods utilized in rehabilitation research. The course will focus on the implementation of research skills learned from previous courses in the development of a scholarly written paper. Emphasis will be placed on producing a project that addresses issues in rehabilitation sciences.

**INT 7009E Grant Writing (3 credits)**

This course describes the grant seeking process, designing a letter of intent, proposal writing and executing a grant funded program.

**INT 7053 Doctoral Seminar (2 credits)**
The course will discuss topics on the guidelines in preparing a Dissertation proposal and various techniques utilized in its preparation.

**DSC 7211 Dissertation (16 credits)**

The course focuses on the production and defense of Doctoral dissertation. Topics will be approved by a dissertation committee.

## Essentials
**INT 7006E Instructional Strategies (3 credits)**

This course presents the framework of theory and practice of various strategies in developing and delivering effective instruction. Different learning styles, types of assessments and keeping your students engaged will also be addressed.

**INT 7007E Course Development I (3 credits)**

This course presents topics on syllabus development that includes objective writing, development of lecture content outline and an introduction to lecture preparation. How to develop an active learning environment will also be presented.

**INT 7008E Course Development II (3 credits)**

This course outlines the theory and development of student assessments, appropriate selection of student assessment tools and advanced lecture preparation skills which include the integration of evidence-based practice.

# Dissertation Guidelines

## Registration of Dissertation Guidelines

Students entering the dissertation phase are required to register for 4 credits each semester until all 16 credits have been registered. If student has registered for all 16 credits and dissertation is not completed, the student is still required to register for the dissertation each semester until it is completed and pay registration and educational fees along with any additional fees associated with their program or the institution. Once registered the student will have formally entered the dissertation process as a Doctoral Candidate (**Candidate**). Students must complete registration of all 16 credits of the dissertation prior to the scheduling of the oral dissertation defense.

If a student is unable to register for the dissertation during any semester, a *Leave of Absence* form must be submitted, and the dissertation chair will be informed. During the leave of absence, the Dissertation Chairman (**Chair**) and Dissertation Committee (**Committee**) would not be available for guidance or editing.

The minimum time frame for completing the dissertation is one year. If the dissertation takes longer than one-year students need to be mindful that the program completion requirements state that the program must be completed within eight years.

## Dissertation Defense & Dissemination

Candidates must submit their dissertations electronically. To complete the electronic submission process, candidates must have successfully defended their dissertation and had it approved by the Committee. All final dissertations will be in a text-based PDF file for archiving in University of Medical Sciences Arizona's (**UMSAz**) digital repository. Final dissertations will be collected as text-based PDF files and submitted electronically to appear in the UMSAz library and digital repository.

Dissertations will be made available for dissemination to health professionals. Researchers can locate dissertations via web searches and will have authority to make unrestricted downloads. Candidates may request to opt out of having their dissertation available for public access and therefore only allowing downloadable access to members of the UMSAz community. A restricted dissertation will only display a citation and abstract via a public web search.

## Deadline

The last day that a final doctoral dissertation can be submitted for approval for graduation is three weeks prior to the last day of any semester.

## Dissertation Proposal

In drafting their dissertation proposal, candidates will discuss their research topic with the Chair who will provide guidance and editorial assistance.

In drafting their dissertation proposal, candidates will discuss their research topic with the Chair who will provide guidance and editorial assistance. The proposal must follow the following format:

- Title page
- Abstract
- Introduction
- Literature review
- Methodology
- Data Analysis Plan
- Informed Consent
- Letter to Participate in the Study
- References

Please use APA 7th edition formatting when addressing numbers, references, headers, footers etc.

Prior to applying to the Institutional Review Board (**IRB**) to commence their research study, the Candidate will present their proposal to the Dissertation Committee (**Committee**) for approval and Chair's signature. It should be noted that it is not required for the external dissertation committee member to be present for the dissertation proposal presentation. However, the external dissertation committee member should be informed of the event and given the option to attend. The Dean should also be informed of this decision. The form approving the dissertation topic will be sent by the Chair to each dissertation committee member and to the Registrar's Office to form part of the student's record. IRB applications may be requested by emailing the IRB Office at irb@umsaz.org. However, before an application can be submitted, a student must complete the requisite IRB training requirements, which can be obtained from the IRB Office. Once training is complete the student must send an email to

the IRB email address confirming that they completed the training, giving the date and list of materials that they reviewed.

IRB approval and approval from the Chair must be received before a Candidate begins their research study. Once IRB approval is received, the Candidate must send a copy of the approval to their Chair.

## Responsibilities of the Dissertation Candidate

It is the expectation of the Candidate to begin preparing for the dissertation when they begin their doctoral program. Each Candidate is therefore responsible for the following:
1. Choosing a topic that is related to their professional field
2. Presenting doctoral level documents to their Chair for review
3. Actively engage with Chair and/or Committee for guidance
4. Understanding the dissertation guidelines
5. Adequately communicate with Chair on a regular basis
6. Adhere to agreed upon timeline set forth by Candidate and Chair for the dissertation process
7. Conducting self in a professional manner at all times with Chair and the Committee
8. If a Candidate is unprepared to defend their dissertation they should not attempt the oral defense

It is the expectation of the Candidate to document all communications with their Chair and the Committee within the designated section on the Oasis Learning Management System. As a result, it is the responsibility of the Candidate to provide continuous communication with the Chair on their progression through the dissertation process. The Chair must be notified if any significant changes arise in the Candidate's life that presents as a threat in the completion of the dissertation as set forth by the timeline. Based on the discretion of the Chair, it may be necessary for a face-to-face meeting or video conference to occur with the Chair and/or the Committee to assure communication of information/feedback is effective with the Candidate.

## Communicating with the Committee

It is important to note that the Chair is the only individual that can approve any dissertation document for submission to the Committee. A Candidate cannot submit dissertation documents to the Committee without approval from the Chair. They shall upload all approved dissertation documents, including dissertation proposal in Oasis. The uploaded documents must use the following

name saving convention that includes the student's surname and first name initial and the numbered draft (e.g., **Smith J draft 1, Smith J draft 2,** etc.).

## Dissertation Defense

After the IRB has given its approval, the Candidate must schedule the dissertation defense in coordination with the Chair. The Chair is responsible for coordinating the time with the other members of the Committee. All dissertation defense dates must be made at least one month prior to the defense date.

The Committee is comprised of 3 members:
1. 2 UMSAz faculty members (paired with doctoral candidate based on their research agenda)
2. 1 Non-affiliated or affiliated university faculty member who has a doctorate. The Candidate may submit a request for a non-affiliated university committee member to the Dean for approval. The request is done by submitting the curriculum vitae with a brief statement as to why the individual would be beneficial to sit on the Committee.
3. The Dean will be present at doctoral defense to act as a liaison for the Candidate and to assure the dissertation processes are adhered to. The Dean is a non-voting member.

Communication of the dissertation defense results will be shared verbally with the Candidate following the defense. A formal letter explaining the dissertation defense results will also be emailed to the Candidate. A Candidate may receive one of three remarks from the Committee:

*Pass*: Doctoral candidate has successfully passed the dissertation defense and may or may not have corrections to make to finalize the dissertation. Review of the corrections must be done by the dissertation chair prior to the end of the semester to ensure that you graduate within the semester that you orally defended your dissertation.

*Failed with opportunity to re-defend:* Doctoral candidate did not successfully defend their dissertation and therefore may have the opportunity to re-defend within 60 days. As a result, the doctoral candidate may not graduate until they successfully pass their dissertation defense.

*Failed and must repeat dissertation and defense:* Doctoral candidate did not successfully defend their dissertation and therefore must re-do the dissertation and defense within 1 year. As a result, the doctoral candidate may not graduate until they successfully pass their dissertation defense. If doctoral candidate is

unable to complete the dissertation and defense within one year, they must consult with their dissertation chair for guidance for a possible extension.

## Manuscript Guidelines

**Submission of Final Copy of Dissertation**
Once the Candidate has successfully defended their dissertation, the final revision, including the fully executed signature page must be submitted to the dissertation secretary for review and approval of its format.  The signature page must bear the original signatures of the Chair and all members of the Committee. The typed names of the Chair and committee members must appear under their signature lines. Dissertations may require revision after their original presentation if it is determined by the dissertation secretary that the dissertation does not conform to the standards articulated below.

**Type and Spacing**
Standard typefaces set to print at 10, 11, or 12-point font are acceptable. All text should be double-spaced, except for block quotations, captions, long headings, and footnotes. All these should be single-spaced with a blank line between items.

**Page Numbers**
Each page, including blank ones, must have a number. The number should not appear on the title page or the copyright page but, these pages are assigned numbers and are included in the pagination. Preliminary pages are numbered with lower case roman numerals, centered at the foot of the page, three-fourths of an inch from the bottom edge. The title page counts as page i but the number does not appear on the page. The remainder of the dissertation is numbered with Arabic numerals beginning with 1.

**Format**
Most dissertations consist of preliminary pages which are numbered using Roman numerals, and the dissertation proper which is numbered using Arabic numerals. The preliminary pages must appear in the following order:
1. Title Page (do not number)
2. Copyright Page (do not number)
3. Signature Page (do not number)
4. Abstract (do not number)
5. Preface and Acknowledgments (v) - optional
6. Table of Contents (vi)
7. List of Tables (vii)
8. List of Illustrations (viii) – if necessary

9. List of Figures (ix) – if necessary
10. List of Graphs (x) – if necessary
11. Introduction
12. Text body
13. Tables, Illustrations, Figures, Graphs (if not incorporated in body of text)
14. References
15. Appendices
16. Vita*

Should any element of the preliminary pages be longer than one page, number the pages consecutively. The preliminary pages should appear in this order but not necessarily with the page numbers shown above.

The dissertation paper (including introduction, main body of the text, illustrations, appendices, and bibliography) is numbered using Arabic numerals. The numbering begins with "1" and runs consecutively to the end.

Do not place headers on each page. Use them only as appropriate to indicate major sections of the dissertation (e.g., INTRODUCTION, CHAPTER I, BIBLIOGRAPHY). They should be centered and placed two inches from the top of the paper in uppercase type.  The following is an example of the Chapter format that should be shown for your Table of Contents:

Chapter
      I.      INTRODUCTION
      II.     LITERATURE REVIEW
      III.    RESEARCH METHODOLOGY
      IV.    RESULTS
      V.     DISCUSSIONS AND CONCLUSIONS

* The curriculum vitae is a statement giving a short biography of the candidate, including institutions attended, degrees and honors, titles of publications, teaching or professional experience, and other pertinent information. Please do not include date or place of birth or phone numbers.

**Graphs**
Graphs may be put on cross-section pages.

**The Abstract**
The dissertation must be accompanied by an abstract. The abstract should, in a concise manner, present the problem of the dissertation, discuss the materials and procedure or methods used, and state the results or conclusions. Mathematical formulas, diagrams, and other illustrative materials should be

avoided. The abstract should not be part of the dissertation itself nor should it be included in the table of contents. The abstract should be presented in two unnumbered loose copies. It should be headed as follows:

*Abstract of (TITLE OF DISSERTATION), by (AUTHOR'S NAME), Ph.D., University of Medical Sciences Arizona, (MONTH and YEAR IN WHICH DEGREE IS TO BE AWARDED).*

The abstract should be double-spaced and may not exceed 350 words (maximum 2,450 typewritten characters — including spaces and punctuation — about 70 characters per line with a maximum of 35 lines).

**Clearance for Graduation**

ALL Candidates are required to electronically submit the documents listed below. The dissertation will not be accepted by the Registrar's Office, and the Candidate's degree will not be conferred if an item from this list is missing or incomplete.

1. Financial clearance
2. Completed UMSAz exit interview
3. The title page; this may be sent by email
4. The abstract; this may be sent by email
5. The signed signature page