

# Welcome to the 2014-2015 Graduate Catalog of Adventist University of Health Sciences



## **Nurture • Excellence • Spirituality • Stewardship**

The information in this *Academic Catalog* accurately reflects policies of Adventist University of Health Sciences (ADU) in force at the time of publication.

Students in the Department of Health and Biomedical Sciences are admitted under, and are subject to, the provisions of the *Academic Catalog* for the year they initially enroll.

Students in degree programs are admitted under, and are subject to, the provisions of the *Academic Catalog* and applicable supplements for the year they are admitted and matriculate into a program at ADU. If for any reason a break in attendance of one or more academic calendar years occurs, students must satisfy the *Academic Catalog* requirements for the year of their re-entry.

The provisions of this *Academic Catalog* are not to be regarded as an irrevocable contract between the student and ADU. The University reserves the right to change any provision or requirement at any time. University administration reserves the right to institute and give public notice of such changes as it deems necessary during the period for which this *Academic Catalog* is in effect.

The archived *Academic Catalog* (PDF document) is the official source of information for all ADU academic policies and procedures, courses of instruction, and other information pertinent to the University. Changes to the archived *Academic Catalog* will be published in Spring and/or Summer *Academic Catalog Supplements* as official addendums.

# Academic Calendar

Main Campus and Denver Site Academic Calendar

## Fall 2014 Trimester, September 2 - December 12, 2014

July 1	New student application deadline for fall
July 7 - September 5	Returning student registration
July 14 - September 5	New student registration
July 21	Financial Aid application deadline for fall
September 2	Classes begin
September 5	Last day to register, add a class, drop a class with no record, or change to audit
September 16	Convocation
November 14	Last day to withdraw from classes and receive a "W" (For terms longer or shorter than 44 weeks, contact the Office of the Registrar for the withdrawal dates.)
November 17	First day all withdrawals receive a grade of "WF" (For terms longer or shorter than 14 weeks, contact the Office of the Registrar for the withdrawal dates.)
November 26 - 28	Thanksgiving holiday break, <b>no classes</b>
December 8 - 12	Final examinations
December 15	Graduation ceremony
December 15 - January 2	Christmas holiday break, <b>no classes</b>

## Fall 2014, First 7-Week Session: September 2 - October 17, 2014

July 1	New student application deadline for fall
July 7 - September 5	Returning student registration
July 14 - September 5	New student registration
July 21	Financial Aid deadline for fall
September 2	Classes begin
September 5	Last day to register, add a class, drop a class with no record, or change to audit
	Last day to withdraw from classes and receive a "W" (For terms longer or shorter than 14 weeks, contact the Office of the Registrar for the withdrawal dates.)
	First day all withdrawals receive a grade of "WF" (For terms longer or shorter than 14 weeks, contact the Office of the Registrar for the withdrawal dates.)
	Final examinations

## **Fall 2014, Second 7-Week Session: October 20 - December 12, 2014**

July 1	New student application deadline for fall
July 7 - September 5	Returning student registration
July 14 - September 5	New student registration
July 21	Financial aid deadline for fall
October 20	Classes begin

October 24	Last day to register, add a class, drop a class with no record, or change to audit
	Last day to withdraw from classes and receive a "W" (For terms longer or shorter than 14 weeks, contact the Office of the Registrar for the withdrawal dates.)
	First day all withdrawals receive a grade of "WF" (For terms longer or shorter than 14 weeks, contact the Office of the Registrar for the withdrawal dates.)
November 26 - 28	Thanksgiving holiday break, <b>no classes</b>
December 8 - 12	Final examinations
December 15	Graduation ceremony
December 15 - January 2	Christmas holiday break, <b>no classes</b>

## Spring 2015 Trimester, January 5 - April 17, 2015

November 1, 2014	New student application deadline for spring
November 3, 2014 - January 9, 2015	Returning student registration
November 10, 2014 - January 9, 2015	New student registration
November 21, 2014	Financial aid application deadline for spring
January 5	Classes begin
January 9	Last day to register, add a class, drop a class with no record, or change to audit
January 19	Martin Luther King Jr. Day, <b>no classes</b>
February 23 - 27	Spring term break, <b>no classes</b>
March 4	Spring Picnic

March 27	Last day to withdraw from classes and receive a "W" (For terms longer or shorter than 14 weeks, contact the Office of the Registrar for the withdrawal dates.)
March 30	First day all withdrawals receive a grade of "WF" (For terms longer or shorter than 14 weeks, contact the Office of the Registrar for the withdrawal dates.)
April 13 - 17	Final examinations
April 20	Graduation ceremony
April 20 - May 1	<b>No classes</b>

## Spring 2015, First 7-Week Session: January 5 - February 20, 2015

November 1, 2014	New student application deadline for spring
November 3, 2014 - January 9, 2015	Returning student registration
November 10, 2014 - January 9, 2015	New student registration
November 21, 2014	Financial aid deadline for spring
January 5	Classes begin
January 9	Last day to register, add a class, drop a class with no record, or change to audit
January 19	Martin Luther King Jr. Day, <b>no classes</b>
	Last day to withdraw from classes and receive a "W" (For terms longer or shorter than 14 weeks, contact the Office of the Registrar for the withdrawal dates.)
	First day all withdrawals receive a grade of "WF" (For terms longer or shorter than 14 weeks, contact the Office of the Registrar for the withdrawal dates.)

February 23 - 27	Spring term break, <b>no classes</b>
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## Spring 2015, Second 7-Week Session: March 2 - April 17, 2015

November 1, 2014	New student application deadline for spring
November 3, 2014 - January 9, 2015	Returning student registration
November 10, 2014 - January 9, 2015	New student registration
November 21, 2014	Financial aid deadline for spring
March 2	Classes begin
March 6	Last day to register, add a class, drop a class with no record, or change to audit
March 4	Spring Picnic
	Last day to withdraw from classes and receive a "W" (For terms longer or shorter than 14 weeks, contact the Office of the Registrar for the withdrawal dates.)
	First day all withdrawals receive a grade of "WF" (For terms longer or shorter than 14 weeks, contact the Office of the Registrar for the withdrawal dates.)
April 13 - 17	Final examinations
April 20	Graduation

## 14-Week Summer 2015 Trimester, May 4 - August 7, 2015

March 1	New student application deadline for summer
March 1 - May 8	Returning student registration
March 23 - May 8	New student registration
March 30	Financial aid deadline for summer
May 4	Classes begin
May 8	Last day to register, add a class, drop a class with no record, or change to audit
May 25	Memorial Day, <b>no classes</b>
July 3	July 4th holiday, <b>no classes</b>
July 17	Last day to withdraw from classes and receive a "W" (For terms longer or shorter than 14 weeks, contact the Office of the Registrar for the withdrawal dates.)
July 20	First day all withdrawals receive a grade of "WF" (For terms longer or shorter than 14 weeks, contact the Office of the Registrar for the withdrawal dates.)
August 3 - 7	Final examinations
August 10 - 28	Summer break, <b>no classes</b>

## Summer 2015, First 7-Week Session: May 4 - June 19, 2015

March 1	New student application deadline for summer
March 1 - May 8	Returning student registration
March 23 - May 8	New student registration

March 30	Financial aid deadline for summer
May 4	Classes begin
May 8	Last day to register, add a class, drop a class with no record, or change to audit
May 25	Memorial Day, <b>no classes</b>
June 5	Last day to withdraw from classes and receive a "W" (For terms longer or shorter than 14 weeks, contact the Office of the Registrar for the withdrawal dates.)
June 8	First day all withdrawals receive a grade of "WF" (For terms longer or shorter than 14 weeks, contact the Office of the Registrar for the withdrawal dates.)
June 15 - 19	Final examinations
August 10 - 28	Summer break, <b>no classes</b>

## Summer 2015, Second 7-Week Session: June 22 - August 7, 2015

March 1	New student application deadline for summer
March 1 - May 8	Returning student registration
March 23 - May 8	New student registration
March 30	Financial aid deadline for summer
May 8	Last day to register, add a class, drop a class with no record, or change to audit
June 22	Classes begin
June 26	Last day to drop a class with no record
July 3	July 4th holiday, <b>no classes</b>



July 21	Financial aid deadline for fall
July 24	Last day to withdraw from classes and receive a "W" (For terms longer or shorter than 14 weeks, contact the Office of the Registrar for the withdrawal dates.)
July 27	First day all withdrawals receive a grade of "WF" (For terms longer or shorter than 14 weeks, contact the Office of the Registrar for the withdrawal dates.)
August 3 - 7	Final examinations

## Introduction

### University History

**Nurture, Excellence, Spirituality, Stewardship!** These four words describe the vision of Adventist University of Health Sciences, a vision with a century long heritage. The Florida Hospital School of Nursing operated on this site from 1913 until 1958, when Southern Missionary College (now Southern Adventist University) began sending nursing students from Tennessee to Orlando for clinical experience. In 1983, Southern Missionary College opened an Orlando Center, offering an associate degree in Nursing. Florida Hospital founded a School of Practical Nursing on this campus in 1964 and also offered certificate programs in Radiography (1962) and Sonography (1988).

In 1992, Florida Hospital College of Health Sciences began with the merger of four programs- the Associate of Science degree in Nursing, Practical Nursing, Radiography, and Sonography- to form a new school. The College became a baccalaureate granting institution in 1998 when it took over the Southern Adventist University Bachelor of Science Nursing Program. Since then, the College has added associate degree programs in Nuclear Medicine, Occupational Therapy Assistant and Pre-Professional Studies. Six baccalaureate programs have also been added: distance-learning degrees in Radiologic Sciences, Diagnostic Medical Science and Nursing, and on-campus degrees in Health Sciences, Biomedical Sciences and Nuclear Medicine. In 2008, the College began its first graduate program, offering a master's degree in Nurse Anesthesia. The second, a master's degree in Occupational Therapy began fall 2011. The third, a master's

degree in Healthcare Administration began fall of 2013. The fourth, a master's degree in Physician Assistant will begin summer of 2015. Building on its rich educational heritage, Adventist University continues to grow as an institution with a commitment and passion for healthcare as ministry.

## **Mission Statement**

Adventist University of Health Sciences, a Seventh-day Adventist institution, specializes in the education of professionals in healthcare. Service-oriented and guided by the values of Nurture, Excellence, Spirituality, and Stewardship, the University seeks to develop leaders who will practice healthcare as a ministry.

## **Vision Statements**

The four words and their accompanying definitions are an identification and explanation of the values underlying the University Mission Statement. They play a vital role in the fulfillment of this Mission.

### **Nurture**

Adventist University will be an institution that encourages the personal and professional growth of its students, faculty, and staff by nourishing their spiritual development, fostering their self-understanding, and encouraging a zeal for knowledge and service.

### **Excellence**

Adventist University will be an institution whose programs are built upon an optimal blend of superior pedagogy, technology, and spiritual values, a blend designed to lead to the highest level of professional practice by its graduates.

### **Spirituality**

Adventist University will be an institution where Christian professionalism is such an integral part of its programs and practices that it becomes the distinguishing characteristic of the organization.

### **Stewardship**

Adventist University will be an institution where the wise stewardship of its human, intellectual, financial, and physical resources enables the University to achieve outcomes consistent with its mission.

## Learning Outcomes

Adventist University strives to create an educational environment that fosters the inculcation of its four core values: Nurture, Excellence, Spirituality, and Stewardship. From those four ideals the University has identified seven learning outcomes which inform its curricular and extracurricular endeavors with the goal that they be manifested in the lives of its graduates.

### Caring

The ADU graduate will be a caring professional who possesses a willingness to nurture other individuals in the context of healthcare as a ministry.

A caring individual:

1. Defines the concept of caring.
2. Identifies the principles of caring.
3. Engages in caring behaviors.
4. Analyzes the impact of caring behaviors in healthcare.
5. Evaluates caring behaviors of one's self and others in healthcare.
6. Constructs new caring strategies for quality improvement in healthcare.

### Communication

The ADU graduate will be an effective communicator who possesses appropriate verbal, nonverbal and written skills in the practice of healthcare as a ministry.

The effective communicator:

1. Employs appropriate mechanics, grammar, and word usage based on American Standard English.
2. Organizes and presents thoughts in a coherent form.
3. Adapts both written and oral communication to the target audience.
4. Analyzes and critiques the communication of oneself and/or others.
5. Reads and evaluates research reports within the healthcare field.
6. Designs and presents scholarly activity.

### Critical Thinking

The ADU graduate will be a critical thinker who gathers relevant information and analyzes and uses that knowledge in practicing healthcare as a ministry.

The critical thinker:

1. Identifies critical thinking strategies.
2. Interprets meaning using critical thinking strategies.
3. Classifies information using critical thinking strategies.
4. Develops solutions for complex problems.
5. Evaluates solutions for complex problems.
6. Uses critical thinking strategies in the design and implementation of scholarly activities.

## **Ethical/Moral**

The ADU graduate will exhibit the characteristics of a Christian professional, treating everyone with respect and dignity in the context of healthcare as a ministry.

The ethical/moral individual:

1. Identifies the principles of moral/ethical behavior.
2. Illustrates principles of ethical/moral behavior.
3. Rates or ranks the importance of ethical/moral principles.
4. Applies ethical/moral principles in decision making.
5. Evaluates the ethical/moral principles in healthcare practice.
6. Integrates ethical/moral principles in healthcare practice.

## **Professional Expertise**

The ADU graduate will demonstrate professional expertise by passing appropriate professional examinations and exhibiting proficiencies within the context of healthcare as a ministry.

The professional:

1. Demonstrates an adequate knowledge base of profession.
2. Performs skills appropriate to the clinical environment.
3. Advocates for the patients.
4. Examines the impact and effectiveness of the profession.
5. Supports the profession within the arena of healthcare.
6. Constructs new ideas and/or practices for improvement in the profession.

## **Service to the Community**

The ADU graduate will be one who fulfills their social, civic, and environmental responsibilities in their involvement of healthcare as a ministry.

The serving individual:

1. Identifies the needs of underserved populations.
2. Explains the importance of participating in a professional community.
3. Examines strategies to provide service to the community.
4. Engages with civic entities.
5. Evaluates service opportunities completed through self-reflection and peer evaluations.
6. Designs solutions to assist populations in need.

## **Lifelong Learning**

The ADU graduate will be a lifelong learner who pursues excellence and the ongoing acquisition of knowledge and professional expertise.

The lifelong learner:

1. Defines the principles of lifelong learning.
2. Reflects on learning strategies.
3. Engages in a variety of learning opportunities.
4. Demonstrates information fluency.
5. Examines growth and improvement in learning experiences.
6. Develops a personal plan for lifelong learning.

## **Assessment of Learning Outcomes**

Adventist University of Health Sciences believes that assessment of learning outcomes and general education competencies should include:

- Both direct and indirect measures
- Assessments at the class level where a variety of techniques can be employed
- Student self-assessment
- Alumni self-assessment
- Use of nationally normed instruments where appropriate and available.

## General Information

### **Accrediting Bodies**

#### **Southern Association of Colleges and Schools (SACS)**

Adventist University of Health Sciences is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award Certificates, Associates, Baccalaureate, and Master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033- 4097 or call 404-679-4500 for questions about the accreditation of Adventist University of Health Sciences.

Note: The Commission is to be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard.

#### **Accrediting Association of Seventh-day Adventists Schools, Colleges, and Universities**

12501 Old Columbia Pike  
Silver Spring, Maryland 20904  
Phone: (301) 680-5068; Fax: (301) 622-9627

#### **Council on Accreditation of Nurse Anesthesia Educational Programs (COA)**

The program's next review by the COA is scheduled for Spring 2019.

222 South Prospect Avenue  
Park Ridge, Illinois 60068-4001  
Phone: (847) 655-1160  
<http://home.coa.us.com>

#### **Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)**

ACOTE  
c/o Accreditation Department  
American Occupational Therapy Association ( AOTA)  
4720 Montgomery Lane, Suite 200  
Bethesda, MD 20814-3449  
Phone: (301) 652- AOTA  
www.aota.org  
www.acoteonline.org

Inquiries about Adventist University of Health Sciences accreditation should be directed to the Office of Institutional Effectiveness.

## Licensing Body

### Florida Board of Nursing

4052 Bald Cypress Way, Bin C02  
Tallahassee, Florida 32399-3252  
Phone: (850) 245-4158; Fax: (850) 245-4172

## Governing Academic Catalog

This *Academic Catalog* covers general questions relating to the academic policies that are to be observed by the student during the 2014-2015 academic year beginning with the fall trimester. It is the responsibility of the student to know the policies contained in this document. Problems and/or questions should be referred to the student's department chair or the Office of Academic Administration. The responsibility for meeting degree or certificate requirements rests with the student.

Students in degree programs are admitted under, and are subject to, the provisions of the *Academic Catalog* and applicable *Supplements* for the year they are admitted to a program at Adventist University of Health Sciences (ADU). If for any reason a break in attendance of one or more academic calendar years occurs, students must satisfy the *Academic Catalog requirements* for the year of their re-entry.

The archived *Academic Catalog* (PDF document) is the official source of information for all ADU academic policies and procedures, courses of instruction, and other information pertinent to the University. Changes to the archived *Academic Catalog* will be published in Spring and/or Summer *Academic Catalog Supplements* as official addendums.

## Policies Regulating the Current Catalog

The provisions of this *Academic Catalog* are not to be regarded as an irrevocable contract between the student and Adventist University of Health Sciences (ADU). The University reserves the right to change any provision or requirement at any time. University administration reserves the right to institute and give public notice of such changes as it deems necessary during the period when this *Academic Catalog* is in effect.

## **Attendance and Progression at ADU**

The admission of students to Adventist University of Health Sciences (ADU), their progression and status, the awarding of academic credits, and the conferral of degrees are all subject to the ordinary regulatory powers of ADU. The University reserves the right to cancel, at its discretion, any of these privileges for reasons considered sufficient by the administration.

The Office of Academic Administration reserves the right to review the work of any student and, in consultation with the department chair and faculty, to dismiss those students who are not making satisfactory academic progress.

## **Disciplinary Authority**

The disciplinary authority of Adventist University of Health Sciences (ADU) is vested in the president, those asked by the president to act on his behalf, and in the committees and administrators of ADU on whom jurisdiction may be conferred for specific cases and specific areas of responsibility.

## **Nondiscrimination Statement**

Adventist University of Health Sciences maintains a policy of equal education opportunity for all applicants without regard to sex, race, age, marital status, disability, sexual orientation, color, or national or ethnic origin. Adventist University does not discriminate in its educational or admission policies, financial affairs, employment programs, student life, or services in any University- administered program.

This notice is provided as required by the Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the Title IX Coordinator, Starr Bender, at:

**Adventist University of Health Sciences**

Compliance/Human Resources

Attn: Starr Bender

671 Winyah Drive

Orlando, FL 32803



Ph. (407) 303-5765  
starr.bender@adu.edu

## **Rehabilitation Act (1973) Section 504: Services for Students with Special Needs**

Adventist University of Health Sciences is dedicated to the elimination of architectural and prejudicial barriers that prevent any qualified person from attending. All applications are welcome. Students who anticipate the need for special services are encouraged to contact the Marketing and Public Relations Department to arrange a visit to the campus. During the visit, applicants will receive information about campus life and can discuss with the Office for Students with Disabilities any information pertinent to their personal needs.

All students with a documented disability, whether or not they are seeking accommodations, should contact the Office for Students with Disabilities when applying to the University. This is recommended to ensure timely implementation of accommodations should the student request it during his or her attendance at Adventist University.

The Office for Students with Disabilities will request completion of a *Voluntary Declaration of Disability Form*. This form will direct the Office regarding the student's necessary support documentation.

If the student requests accommodation, that student must provide the Office for Students with Disabilities the requested current, official documentation related to his or her disability. That documentation will be used to determine the type and extent of accommodation that is most reasonable and effective for that student.

If the Office for Students with Disabilities agrees to accommodations, the student must submit a copy of his or her class schedule and proof of payment. The Office will notify each of the student's instructors of his or her needs once the student has completed the *Release of Information Form*. The instructor will receive an *Academic Accommodation Form* explaining the accommodations necessary for that student.

For each subsequent trimester, it is the student's responsibility to notify the Office for Students with Disabilities of his or her updated class schedule. A *Release of Information Form* will also need to be submitted each trimester that the student is requesting accommodations.

At any time, students may request in writing to discontinue any information sharing related to their disability. They may request to discontinue their accommodations at any time. Questions or concerns should be brought to the attention of the Office for Students with Disabilities.

## **Student Rights and Confidentiality of Records**

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

**1. Access to Records**

- A. The right to inspect and review the student's education records within 45 days after the day the University receives a request for access. A student should submit his or her request to the registrar. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

**2. Amendment of Records**

- A. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the university to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. *Students may not request amendments to records as a mechanism to challenge grades that they received in a course (unless the claim is based solely on an administrative issue).*
- B. If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. *Students will be allowed to include explanatory comments with the record that they believe should have been amended but the University has decided not to modify.*

**3. Disclosure of Personally Identifiable Information**

- A. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the University who performs an institutional service of function for which the University would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a

student volunteering to assist another school official in performing his or her tasks.

#### 4. **File a Complaint**

- A. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

#### **Disclosure Without Consent**

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

- To other school officials, including teachers, within the University whom the University has determined to have legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the University's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To a court if a parent or student has initiated legal action against an educational agency or institution, or if an educational agency or institution has initiated legal action against a parent or student. (§99.31(a)(9)(iii)(A) and (B))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the university has designated as "directory information" under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a nonforcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the University, governing the use or possession of alcohol or a controlled substance if the University determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))
- To comply with required disclosures regarding sex offenders and other individuals who must register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 USC 14071. (§99.31(a)(16))

## Student Records and Directory Information

- All medical records and disability reports are kept in a secure location on campus separate from the student's academic record. Academic records are stored in the document imaging system.
- Directory information may be released to the news media and other persons upon request. Adventist University may choose **not** to disclose directory information. Further, the University may choose to release directory information but **limit the scope** of the release to specific parties, for specific purposes, or both. Such information includes the following?
  - Name
  - Address

- Student ID
  - Telephone listing
  - Date and place of birth
  - Dates of attendance
  - Degrees, awards, and honors received
  - E-mail
  - Enrollment status
  - Most recent educational institution attended
  - Major field of study
  - Participation in officially recognized activities
  - Photograph
  - Year in school (freshman, etc.)
- Students have the right to submit a request in writing to the Office of the Registrar to block the release of all or part of their directory information. *Students cannot opt-out of disclosure of their name, institutional email addresses, or electronic identifier in their classroom.*
  - Personal information will be disclosed solely after a written consent is submitted. Students who choose to have their records released to a third-party, such as a parent or spouse, must fill out a *Records Release Form* with the Office of the Registrar.
  - All documents submitted to Adventist University of Health Sciences become the property of the University.

## Federal Drug-Free Workplace

It is the policy of Adventist University of Health Sciences to maintain a safe and healthful environment for its students. A tobacco/alcohol/drug-free lifestyle for students is the goal. Therefore, it is the University's policy that the manufacture, distribution, and possession of illicit drugs are strictly prohibited. The use of tobacco, alcohol, and illicit drugs on the University campus or during any school-sponsored activity or event is strictly prohibited.

All students and University employees are provided annually with a copy of the ADU Drug Policy in which both University and legal sanctions for inappropriate drug use are detailed and the known health risks associated with inappropriate drug use are described. For the complete ADU Alcohol/Tobacco/Drug Policy, see the *Student Handbook*.

## Admission Information

# Applying to Adventist University of Health Sciences

The Office of Enrollment Services assists prospective students, applicants, and current students with any needs relating to general admission to Adventist University of Health Sciences (ADU) or to a specific program. The office is located on the first floor of the Campus Center Building and can be reached by calling 407-303-7742.

It is understood that timely information regarding an applicant's admission status is very important. The following steps are used in processing the application paperwork, once it has been received.

1. Applicants to the Healthcare Administration, Nurse Anesthesia, and Occupational Therapy programs are required to use the online application found at <http://www.adu.edu/enrollment/apply> for the first intake only. After that, applications will only be accepted through PTCAS. Physician Assistant applicants must apply using CASPA.
2. During the application process, students are encouraged to contact the Graduate Enrollment Specialist (407-303-7742) for information regarding processes and questions about becoming an ADU student. Applicants will not be considered for admission until all application materials have been received.
3. If an applicant discloses on his or her application that he or she may have been involved in a crime (whether convicted or not), he or she must submit the *License Eligibility Form* to the Office of Enrollment Services during the admission process.
4. Applicants who are not U.S. citizens must provide proof of legal residency.
5. Completed files will be reviewed for the graduate program selected on the application. Students will be notified of the committee's decision in writing after the admission deadline. Admission status is available at <http://my.adu.edu>.
6. If applicants indicated an interest in Graduate General Studies on their application and were granted admission, it will allow them to take graduate general education courses only. To enroll in program-specific courses, a student must be admitted to that program. Once admitted to the University, students should stay in touch with the Enrollment Services Office to ensure their file is complete and ready for consideration by the specific program.

## Privacy Policy for Applicants to ADU

Adventist University of Health Sciences (ADU) regards each applicant as an adult capable of transacting his or her own "business" relating to the application, enrollment, and progression processes at our University. Adventist University acknowledges the important role of family in the University decision. When applying, each applicant is given the opportunity to identify family members who have permission to discuss their admission file with our office. However, there

are certain limitations to the information we can disclose to anyone but the applicant. Once an applicant is accepted, his or her information is subject to the Family Educational Rights and Privacy Act (FERPA).

## Screening Requirement

Adventist University of Health Sciences (ADU) requires all new students to complete a background check, drug screening, and immunization form before registering for the first time. This information is needed for participation in Service Learning projects and in clinical settings. The student is responsible for all costs incurred during this process.

Students should refer to [www.adu.edu/enrollment/admission/screeningprocess](http://www.adu.edu/enrollment/admission/screeningprocess) for information on how to complete this process. A separate registration hold will be placed for each of the three processes listed above for all students upon acceptance. Each hold will be removed as it is satisfied. Background check reports or drug screening results from other sources will not be accepted.

Only one background check is required per degree for students unless they are not admitted to a professional program within two years of completing the first background check. If it has been more than two years, students will be required to complete a second background check. Adventist University alumni from one program will be required to complete a new background check, if they pursue another degree.

## Background Check Discrepancy Policy

The Office of Student Services, in conjunction with Adventist University Human Resources, will do a preliminary review of all background checks. Any report that includes a report of an incident not previously disclosed by the applicant in his/her application for admission will be referred to the Vice President for Student Services for further consideration.

The Vice President for Student Services will speak to the applicant and then review the background check report and any additional information provided by the applicant. Adventist University may independently seek additional information about the incident that is the subject of the report. If it does so, it will share any additional information obtained with the applicant.

Each case will be considered individually, and no information will automatically result in the revocation of acceptance. A decision regarding final acceptance will be made only after careful review of factors including, but not limited to, the nature and seriousness of the offense, the circumstances under which the offense occurred, the relationship between the offense and the program to which the student is applying (including its clinical components), the age of the person when the offense was committed, whether the offense was isolated or part of a pattern of behavior, the length of time since the offense was committed, past employment and volunteer experience, past history of misconduct at prior institutions, evidence of successful rehabilitation, and forthrightness of the information about the incident in the opportunities for self-reporting.

After fully considering each referred applicant, the Vice President for Student Services will give his or her admission recommendation to the Office of Enrollment Services. If it is determined that the undisclosed incident is not the result of dishonesty or deception, the background check will be forwarded to the appropriate department chair for consideration relative to the professional accrediting body's guidelines.

## Admission Deadlines

Note: **Admission dates are subject to change. Contact the Office of Enrollment Services or visit [www.adu.edu](http://www.adu.edu) for additional information.**

Degree Programs	Admission Material Submission Deadline -- Admission Review Begins	Program Begins
<b>Graduate General Studies</b>	November 1	Spring
	March 1	Summer
<b>Post-Baccalaureate Studies</b>	July 1	Fall
	November 1	Spring
	March 1	Summer
<b>Master's Degrees</b>		
Healthcare Administration	April 1	Fall
Nurse Anesthesia	February 1	Spring
Occupational Therapy		March 1      Fall
Physical Therapy		December 1      Fall
Physician Assistant	October 1	Summer

## Post-Baccalaureate Admission Requirements

Those who seek to enroll for post-baccalaureate courses in order to satisfy undergraduate prerequisites for ADU graduate programs may apply for admission to the Post-Baccalaureate program. Enrollment in this program is limited to three trimesters, and a minimum of six credit hours per trimester must be taken to satisfy financial aid requirements.

Applicants will be considered for Post-Baccalaureate admission when they:



1. Submit the Undergraduate application online and a nonrefundable \$20 application fee. Paperwork received without an application on file will not be processed. Admission files will not be considered complete until the application fee is paid.
2. Submit official transcripts from all colleges previously attended. Admission GPAs will be calculated based on credits and grades from regionally accredited institutions only. Transcripts must be mailed or delivered electronically directly to the Office of Enrollment Services from each institution attended. Hand-delivered or faxed copies will not be considered official. Unofficial transcripts<sup>1</sup> may be used for preliminary admission calculations. Failure to disclose all colleges previously attended could result in denial or dismissal. Additionally, transcripts from institutions outside the United States must be evaluated by World Education Services (WES). This is the only company from which we will accept transcript evaluations.
3. Present evidence of graduation with a Bachelor's degree from a regionally accredited institution. Applicants in the final term of their Bachelor's degree will be considered for admission once a letter is received from their institution confirming that they are on track to graduate.
4. Present a minimum cumulative GPA of 2.85 (on a 4.00 scale) on all previous college-level academic work from the above institutions.
5. Submit official transcripts for any College Level Examination Program (CLEP), Advanced Placement (AP), and/or International Baccalaureate (IB) coursework only if the applicant would like them to be considered for fulfillment of prerequisite requirements. College Level Examination Program scores reported on an official college transcript are also acceptable for this requirement.
6. Provide evidence of English language proficiency for those applicants for whom English is not their primary language or who have graduated from a non-English speaking school (see English Language Proficiency section).

<sup>1</sup> The Office of Enrollment Services accepts unofficial transcripts during the admission process and will use them in part to consider granting Provisional admission status. Unofficial transcripts will be accepted from the student or by fax from the institution but must be as similar to an official transcript as possible. Key elements must include courses taken, grades earned, credit hours, quality points, term GPAs, and the cumulative GPA. Degree audits and class schedules will not be accepted as unofficial transcripts. Courses will not be transferred at any time based on unofficial transcripts.

## **Graduate General Studies Admission Requirements**

Those who wish to enroll for graduate-level course work (as opposed to the undergraduate courses as specified in the Post-Baccalaureate section) before being admitted to a graduate program should apply for Graduate General Studies admission. This type of admission does not include admission to any other graduate or undergraduate program, nor is it required to apply to a graduate program at Adventist University. Please call the Office of Enrollment Services at

407-303-7742 for admission deadline dates. Students will be considered for Graduate General Studies admission when they:

1. Submit an application online and a nonrefundable \$100 application fee.
2. Present evidence of a Bachelor's degree in an appropriate major from a regionally accredited institution.
3. Present current official transcripts from all undergraduate and/or graduate institutions attended. Admission GPAs will be calculated based on credits and grades from regionally accredited institutions only. Transcripts must be mailed or delivered electronically to the Office of Enrollment Services from each institution attended. Transcripts will be considered official only when received directly from the institution and not hand-delivered by the applicant or faxed by the institution attended. Failure to disclose all colleges previously attended could result in denial or dismissal. Additionally, transcripts from institutions outside the United States must be evaluated by World Education Services (WES). This is the only company from which we will accept transcript evaluations.
4. Submit official transcripts for all College Level Examination Program (CLEP), Advanced Placement (AP), and/or International Baccalaureate (IB) coursework only if the applicant would like them to be considered for transfer of credit.
5. Present a minimum cumulative undergraduate GPA of 2.50 or higher on a 4.00 scale.
6. Submit official satisfactory score on Graduate Record Examination (GRE) taken within the last 5 years. GRE scores on official college transcripts are also acceptable.
7. Provide evidence of English language proficiency for those applicants for whom English is not their primary language or who have graduated from a non-English speaking school (see English Language Proficiency section).

Due to the type and quality of resources needed for graduate coursework, course enrollment may be limited. Students accepted to a program of study will be given preference for course enrollment.

A transcript is considered official when stamped with the official school seal/security paper, signed by the appropriate school official, and received in a sealed envelope directly from the sending institution. Adventist University of Health Sciences will not accept transcripts as official documents that have been issued to students or submitted by students. Faxed transcripts are not considered official. Recommendation forms, official transcripts, and career essays received with an Adventist University application will be retained for one year. Applications received without an official transcript(s), career essay, and/or Recommendation Forms will be retained for six months.

Applicants needing to complete undergraduate prerequisite requirements should refer to the Post-Baccalaureate section.

The Adventist University graduate programs have additional admission requirements; please refer to the appropriate section of the *Graduate Academic Catalog*.

## English Language Proficiency

Before applying to the University, all students for whom English is not their primary language must demonstrate English proficiency in one of the following ways:

- Successful completion of a bachelor's degree from an institution where English is the primary language of instruction in the United States; or
- A minimum score of 550 on the paper-based TOEFL exam; or
- A minimum score of 213 on the computer-based TOEFL exam; or
- A minimum score of 79 on the Internet-based TOEFL exam.

## **Graduate General Studies Enrollment Interruption**

The following policy refers to reactivation or reapplication steps for Graduate General Studies students who were accepted but did not enroll, students with an enrollment interruption of three trimesters or less, and students with an enrollment interruption of more than three trimesters.

### **Accepted Students Who Do Not Enroll**

Students who have been accepted to Graduate General Studies and choose not to enroll for the specific trimester for which they were admitted have two trimesters after the trimester of acceptance to enroll before all new documents will be required. For example, if a student is admitted for Fall trimester, he or she can postpone enrollment and attend during the subsequent Spring or Summer terms. However, if enrollment is postponed for a year (Fall trimester the year after he or she was initially admitted), the student will need to reapply. If it is within the one-year time frame, a student is required to submit updated transcript(s) for any additional college work completed since his or her initial application.

If it has been more than three trimesters, the student will be required to reapply to the University and must provide new admission documents<sup>1</sup>. This new information will be reevaluated by the Graduate General Studies Admissions Committee and a new admission decision given at that time. Students should contact Enrollment Services for more information regarding what is required of them to reapply. Graduate General Studies admission, registration, and financial aid deadlines will apply.

<sup>1</sup> Recommendation forms, official transcripts, and career essays received for applicants with an ADU application will be retained for one year, if the applicant does not become a student in that time. Applications received without an official transcript(s), career essay, and/or recommendation forms will be retained for six months.

### **Enrolled Students with an Enrollment Interruption of Three Trimesters or Less**

Students attending Adventist University of Health Sciences (ADU) with an enrollment interruption of three trimesters or less are also required to submit a *Reactivation Form* and any updated transcript(s) for additional college work completed during the enrollment interruption. A new GPA will be calculated for the student and a new admission status assigned, if necessary. Students have until the last day of the third trimester to reactivate their file but must still meet published admission deadlines to re-enroll. After the last day of the third trimester, students must reapply to the University. This applies to students accepted into Graduate General Studies only.

## Enrolled Students with an Enrollment Interruption of More than Three Trimesters

Students who interrupted their enrollment for more than three trimesters will need to reapply and will be re-evaluated by the Graduate General Studies Admissions Committee. Students should contact Enrollment Services for more information regarding what is required of them to reapply. Graduate General Studies admission and registration deadlines will apply.

A hold will be placed on the student's record to prevent registration until these requirements are met.

## Health and Immunization Requirements

General education students must present the following:

- Yearly verification of tuberculosis screening test. If test is positive, refer to the Communicable Disease Policy in the *Student Handbook*.
- Updated immunization records including, MMR, and Tetanus-Diphtheria.
- Verification of varicella vaccination or immunity (titer).

Students in a professional program must present the following:

- Yearly verification of tuberculosis screening test. If test is positive, refer to the Communicable Disease Policy in the *Student Handbook*.
- Updated immunization records including Hepatitis B, MMR and Tetanus-Diphtheria.
- Verification of varicella vaccination or immunity titer.
- Evidence of physical examination within three months prior to beginning a professional program.
- Evidence of personal health insurance if in a professional clinical program.

In addition to the above criteria:

- Students must meet the immunization requirements of their selected professional program. Requirements can be found in the Adventist University *Academic Catalog*.

- All professional program students are to be in compliance with the requirements of the facility for which they practice and if they have patient contact, particularly as it relates to the flu vaccine.

## **Program Deposit**

Each applicant accepted to a degree program is expected to pay a non-refundable deposit of \$500 to reserve his or her place in the program. The applicant's acceptance letter will contain a deposit deadline indicating when the deposit must be received by the University. Once the student enrolls in the program, this deposit will be applied toward the student's account. Applicants who have paid the deposit, but decide not to enroll in the program, will forfeit the deposit. If that student is admitted to the same program at a later date, he or she will be required to pay the full deposit amount again. If an applicant is admitted to a program with prerequisites in progress and becomes ineligible for admission due to his or her grades, a full refund will be provided. A program deposit is not transferable to another professional program.

## **Readmission after Unsuccessful Progression in a Degree Program**

Students who have not successfully progressed in a degree program will be withdrawn from that program, but not necessarily from the University. They must notify the program chair of their desire to be readmitted. Readmission is not automatic and is contingent upon available space. Students will be readmitted under current program policies (see individual program section in the current *Academic Catalog* for additional requirements and details).

## **Reapplication**

Applicants who are not admitted to a graduate program during a specific admission cycle may reapply to Adventist University of Health Sciences for the next admission cycle as long as they have successfully met the minimum admission requirements. Requirements for reapplication are available in the specific section that relates to each graduate program. Reapplicants are expected to meet the published admission deadlines.

## **Foreign Transcript Evaluations**

Applicants who attended college outside the United States will be required to submit a foreign credential evaluation for that coursework. Adventist University of Health Sciences will accept evaluations only from World Education Services (WES). Evaluations received from any other transcript evaluation companies will not be considered to fulfill admission requirements.

Applicants are responsible for the cost of these reports and will need to follow the instructions provided by WES at [www.wes.org](http://www.wes.org) related to submitting documentation. Please note that documents in a foreign language must be translated into English by a separate translation company and submitted with official transcripts to WES.

## Academic Information

### Blended Education

Blended learning includes content and activities delivered in a web-based format, while other content and activities are offered in a classroom setting. The blended course promotes learning that is interactive and engaging for students in the classroom, but also allows them the autonomy to learn at their own pace outside the classroom. In the blended format, a portion of the course activities will be completed on campus or through synchronous interactive video to provide real-time contact with course instructors. Course activities may include, but are not limited to, lecture content, case scenarios, chats or discussions, exams, and clinical involvement. Real-time interactions may occur via technological interactives, such as Polycom, Wimba or Skype.

### Distance Education

Simulating the best of classroom learning, distance education is a blend of best practices in synchronous and asynchronous learning. All distance courses require regular real-time interaction in small groups providing strong student engagement, tracking learning accountability, fostering collaboration and community building, and enhancing instructor presence. Audio lectures and interactive content enhance comprehension and retention. The individual attention provided to distance students helps the instructor know each student as more than just a name. Integrated within a course management system, distance learning delivers education to students located anywhere without compromising quality, rigor, or integrity.

### Degree Requirements and Graduation

All incomplete, deferred, and missing grades must be resolved before a student can graduate.

All students must submit a *Graduation Application* to initiate the graduation process. These applications are available on the University website. Students anticipating completion of degree requirements must file this form with the Office of the Registrar by the date indicated on the form. Failure to meet the deadline will result in being unable to participate in the graduation ceremony. Please contact the Office of the Registrar for more information.

All degree candidates are encouraged to participate in the graduation ceremony. A graduation fee (see the Fee Schedule section) will be assessed the last trimester students are in attendance before completing their degree requirements.

Students will be recommended for graduation and eligibility for the certification examination (where applicable) when they:

1. Meet all the requirements of Adventist University of Health Sciences and the Academic Program.
2. Participate and complete all of the requirements of the Adventist University Colloquium Series
3. Complete the degree with a cumulative grade point average as required by each program.
4. Meet the specific requirements of each program as outlined in the departmental section of this *Academic Catalog*.
5. Meet all the requirements of the accrediting/approval bodies for licensure and certification (where applicable).
6. Complete all required clinical experiences.
7. Complete all courses specific to the professional discipline with the required minimum grade (refer to Progression and Completion sections of the professional programs for more information).
8. Complete the overall sequence of graduate courses with a grade point average of 3.0 or better.
9. Successfully complete the graduate capstone requirement (refer to Program Handbook for more information).

## **Graduate Capstone**

The Adventist University graduate capstone is a scholarly report on a study, grant, or project which synthesizes and/or applies current evidence and knowledge from the student's respective master's degree programs.

## **Policies and Procedures**

### **Academic Advising**

Academic advising is provided to all Adventist University students. Advisors assist with setting academic goals, interpreting academic policies and procedures, course selection, registration, and personal development. Advisors may refer students to additional resources as needed.

All students are assigned an academic advisor upon acceptance to ADU. Students must contact their academic advisor prior to the beginning of each trimester for course selection and approval and to monitor progress toward their educational and career goals.

## **Academic Appeal**

Should a student have an academic grievance concerning a grade or other matters concerning a particular course, he or she should follow the appeal procedure outlined below:

1. The student should discuss the grievance with the instructor involved no later than five business days after the incident prompting the grievance.
2. The instructor must respond to the student within five business days of the appeal.
3. If the grievance is not resolved, a written statement should be submitted to the department chair no later than ten business days after the instructor's response. The chair will then speak with the instructor involved and reply in writing to the student within five business days of receiving the student's written statement. In departments where there is a program director, and when it is appropriate, the written statement may be submitted to that individual. The program director will respond within five business days of receipt of the statement. If the matter is not resolved, the student may appeal in writing to the department chair who will respond within five business days.
4. If a resolution has not been reached, the student may request that all materials concerning the grievance be given to the Office of Academic Administration. This individual will then review the grievance materials and return a written decision within ten business days of their receipt. The decision of the Office of Academic Administration is final.

Should a student have an academic grievance concerning a decision of his or her academic program, he or she should follow the appeal procedure outlined below:

1. The student should discuss the grievance with the department chair no later than five business days after the decision prompting the grievance.
2. The department chair must respond to the student within five business days of the appeal.
3. If resolution has not been reached, a written statement should be submitted to the Office of Academic Administration no later than ten business days after the chair's response. This individual will then speak with the department chair and reply in writing to the student within ten business days of receiving the student's written statement. The decision of the Office of Academic Administration is final.

See specific program policies for appeal processes related to clinical learning experiences.

Complaints against specific graduate programs may be referred to the appropriate accrediting body after all internal mechanisms for resolution have been exhausted.

## **Academic Dismissal**



A student is subject to academic dismissal when any of the following occur:

- Earning a cumulative GPA below 3.00 during any trimester.
- Displaying a high degree of academic irresponsibility in matters of course attendance or class assignments.
- Displaying a high degree of academic dishonesty (See Academic Integrity section).

## Academic Evaluation

The following grading system records students' achievements and computes their progress:

Grade	Quality Points
A	4.00
B	3.00
C	2.00
D	1.00
F	0.00

## Additional Designations

Grade	Explanation
AU	Audit
CR	Credit Received
DG	Deferred Grade <sup>1</sup>
I	Incomplete work <sup>2</sup>
IP	In Progress
NP	No Pass
NR	No Recorded Grade

P	Pass
W	Withdrawal from a course
WF	Withdrawal from course (failing)

<sup>1</sup> This designation is given at the initiative of the instructor when he or she is unable to submit a final grade.

<sup>2</sup> Students must apply for an incomplete grade prior to the end of the trimester (see the Fee Schedule section for charges).

## Audit Policy

Any student has the option to audit a course. An audited course does not contribute toward grade point average, does not meet degree requirements, and does not count toward residency requirements or financial aid hours. The student may participate in all aspects of a course, but will not receive a grade or trimester credit. **A student who registers for an audit must do so within the drop/add period.** The designation "AU" will be placed on the transcript for each audited course. Students who wish to audit a professional program course must receive permission from the department chair. The tuition rate for audited courses is listed in the Fee Schedule in the Financial Information section. *Auditing is not an option for courses in the professional clinical programs.*

## Grade Point Average (GPA)

A student's grade point average for admission, academic standing, and graduation is based on the quality points assigned to each of the letter grades listed above (A-F). Non-letter grade designations (AU, DG, etc.) do not earn quality points and do not affect the grade point average. Adventist University of Health Sciences (ADU ) uses the following GPA designations:

### Trimester GPA

GPA for each term.

### ADU Residency GPA

All courses taken at ADU.

### CUMULATIVE GPA

Includes only coursework at ADU and does not include transfer credits.

## **Admission GPA**

All credits earned both at ADU and at previously attended institutions (used for general College admission and for program admission).

## **Incomplete Policy**

An Incomplete (I) is assigned when an approved or extenuating personal circumstance prevents a student who is passing a course for completion of final assignments and other course requirements by the end of the trimester. Circumstances may include, but are not limited to, illness, the death of a family member, a family emergency, program remediation, or extension/interruption to clinical schedule. Students must request an incomplete grade in writing from the course instructor prior to the end of the course. The instructor determines whether an Incomplete grade is appropriate and submits the completed *Request for Incomplete Grade Form* to the Office of the Registrar with approval from the department chair.

To change an Incomplete, a student must submit all completed work assigned by the department. If required work is not completed by the established deadline, the Incomplete will automatically be changed to the grade noted on the *Request for Incomplete Grade Form*. Students may have up to the end of the following trimester to complete the outstanding assignments. A student who cannot complete course requirements by the specified deadline may request an extension from the instructor and department chair. Incompletes issued for the spring term must be completed by the end of the summer to ensure that the updated grades and hours may be reported to the State so funding may be verified.

Students are assessed a fee for the processing of an Incomplete grade. Refer to Fee Schedule in this *Academic Catalog*.

## **Academic Integrity**

Academic integrity is fundamental to the vision and mission of Adventist University of Health Sciences. We place a high value on truth, which implies a corresponding intolerance of academic dishonesty. It is important that all students are judged on their ability, and that no student is unfairly allowed an advantage over others, affects the security and integrity of the learning process, or diminishes the reliability and quality of a conferred degree. To graduate ethical, skilled professionals and citizens is a desired outcome of the University.

## **Ethical and Professional Behavior**

Students are expected to adhere to the ethical and professional standards associated with their programs and academic courses. Such standards are generally communicated to students by instructors and are available through publications produced by professional organizations.

Unethical or unprofessional behavior will be treated in the same manner as academic dishonesty.

## **Categories of Academic Misconduct**

The following document is concerned with students' actions - not their intentions. Academic dishonesty includes, but is not limited to, the following actions:

### **Cheating on Examinations**

Cheating is using or attempting to use materials, information, notes, study aids or other assistance in any type of examination or evaluation which has not been authorized by the instructor.

#### **Clarification**

1. Students completing any type of examination or evaluation are prohibited from looking at another student's materials and from using external aids of any sort (e.g., books, notes, calculators, electronic resources, or conversation with others) unless the instructor has indicated specifically in advance that this will be allowed.
2. Students may not take examinations or evaluations in the place of other persons. Students may not allow other persons to take examinations or evaluations in their place.
3. Students may not acquire unauthorized information about an examination or evaluation and may not use any such information improperly acquired by others.

### **Plagiarism**

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgment of sources. Students must consult with their instructors for clarification in any situation in which the need for documentation is an issue. Students will have plagiarized in any situation in which their work is not properly documented.

#### **Clarification**

1. Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged by parenthetical citation in the text, in a footnote, or in an endnote.
2. When material from another source is paraphrased or summarized in whole or in part in one's own words, that source must be acknowledged in a footnote or endnote or by parenthetical citation in the text.

3. Information gained in reading or research that is not common professional knowledge must be acknowledged in a parenthetical citation in the text or in a footnote or in an endnote.
4. This prohibition includes, but is not limited to, the use of papers, reports, projects, and other such materials prepared by someone else.

## **Fabrication, Forgery and Obstruction**

Fabrication is the use of invented, counterfeited, altered, or forged information in assignments of any type including those activities done in conjunction with academic courses that require students to be involved in out-of-classroom experiences. Forgery is the imitating or counterfeiting of images, documents, signatures, and the like. Obstruction is any behavior that limits the academic opportunities of other students by improperly impeding their work or their access to educational resources.

### **Clarification**

1. Fabricated or forged information may not be used in any laboratory experiment, report of research, or academic exercise. Invention for artistic purposes is legitimate under circumstances explicitly authorized by an instructor.
2. Students may not furnish to instructors fabricated or forged explanations of absences or of other aspects of their performance and behavior.
3. Students may not furnish, or attempt to furnish, fabricated, forged, or misleading information to University officials on University records or on records of agencies in which students are fulfilling academic assignments (including clinical sites, service learning, etc.).
4. Students may not steal, change, or destroy another student's work. Students may not impede the work of others by the theft, defacement, or mutilation of resources so as to deprive others of their use.
5. Students may not access or use patient information in ways that violate HIPPA regulations.

## **Multiple Submissions**

Multiple submission is the submission of the same or substantially the same work for credit in two or more courses. Multiple submission shall include the use of any prior academic effort previously submitted for academic credit at this or a different institution. Multiple submission shall not include those situations where the prior written approval of the instructor in the current course is given to the student to use a prior academic work or endeavor.

### **Clarification**

1. Students may not normally submit any academic assignment, work, or endeavor in more than one course for academic credit of any sort. This will apply to submission of the same or substantially the same work in the same trimester or in different trimesters.

2. Students may not normally submit the same or substantially the same work in two different classes for academic credit even if the work is being graded on different bases in the separate courses (e.g., graded for research effort and content versus grammar and spelling).
3. Students may resubmit a prior academic endeavor if there is substantial new work, research or other appropriate additional effort. The student shall disclose the use of the prior work to the instructor and receive the instructor's permission to use it PRIOR to the submission of the current endeavor.
4. Students may submit the same or substantially the same work in two or more courses with prior written permission from all faculty involved. Instructors will specify the expected academic effort applicable to their courses, and the overall endeavor shall reflect the same or additional academic effort as if separate assignments were submitted in each course. Failure by the student to obtain written permission from each instructor shall be considered a multiple submission.

## **Complicity**

Complicity is assisting or attempting to assist another person in any act of academic dishonesty.

### **Clarification**

1. Students may not allow other students to copy from their papers during any type of examination.
2. Students may not assist other students in acts of academic dishonesty by providing material of any kind that one may have reason to believe will be misrepresented to an instructor or other University official.
3. Students may not provide substantive information about test questions or the material to be tested before a scheduled examination unless they have been specifically authorized to do so by the course instructor. This does not apply to examinations that have been administered and returned to students in previous trimesters.

## **Misconduct in Research Endeavors**

Misconduct in research is serious deviation from the accepted professional practices within a discipline or from the policies of the University in carrying out, reporting, or exhibiting the results of research or in publishing, exhibiting, or performing creative endeavors. It includes the fabrication or falsification of data, plagiarism, and scientific or creative misrepresentation. It does not include honest error or honest disagreement about the interpretation of data.

### **Clarification**

1. Students may not invent or counterfeit information.
2. Students may not report results dishonestly, whether by altering data, by improperly revising data, by selective reporting or analysis of data, or by being grossly negligent in the collecting or analysis of data.

3. Students may not represent another person's ideas, writing, or data as their own.
4. Students may not appropriate or release the ideas or data of others when such data have been shared in the expectation of confidentiality.
5. Students may not publish, exhibit, or perform work in circumstances that will mislead others. They may not misrepresent the nature of the material or its originality, and they may not add or delete the names of authors without permission.
6. Students must adhere to all federal, state, municipal, and University regulations for the protection of human and other animal subjects.
7. Students may not conceal or otherwise fail to report any misconduct involving research, professional conduct, or artistic performance of which they have knowledge.

## **Computer Misuse**

Use of computers that is disruptive, unethical, or illegal use of the University's computer resources, including any actions which violate the *ADU Student Computer Use Policy* is prohibited. Misuse of computers also includes disruptive, unethical, or illegal use of the computers of another institution or agency in which students are performing part of their academic program.

### **Clarification**

1. Students may not use the University computer system in support of any act of plagiarism.
2. Students may not monitor or tamper with another person's electronic communications.
3. Students may not use University computer resources to engage in illegal activity, including but not limited to the following: illegally accessing other computer systems, exchanging stolen information, and violating copyright agreements which involve software or any other protected material.
4. Students may not use any University computer as a host system for any unauthorized service or application.

## **Misuse of Intellectual Property**

Misuse of intellectual property is the illegal use of copyright materials, trademarks, trade secrets, or intellectual properties.

### **Clarification**

1. Students may not violate the University policy concerning the fair use of copies. This policy can be found in the *ADU Academic Catalog*.

## **Policies and Procedures for Dealing with Academic Misconduct**

Students suspected of academic misconduct, whether acknowledging involvement or not, shall be allowed to continue in the course without prejudice pending completion of the disciplinary process. If the instructor must submit a final course grade before the case is resolved, then the student should be given an "Incomplete," which will not affect his or her GPA.

1. An instructor or other staff member who suspects a student of academic misconduct or receives a complaint alleging misconduct that raises suspicion may consult the Office of Academic Administration to learn whether there is any record of prior academic misconduct. The instructor will inform the student in writing within seven (7) days of discovering the misconduct. The instructor will include in the letter that he or she desires to meet with the student to discuss the allegation. The student must respond within seven (7) days from the date of the letter.
2. The instructor reviews all evidence, interviews any witnesses, meets with the student to discuss the allegation and to hear the student's explanation. The instructor makes a decision regarding the allegation. The student may have an Adventist University faculty or staff member of their choice accompany him or her to the meeting with the instructor, if they choose.
3. If the student does not respond to the notification within seven (7) days, the instructor continues with the investigation and report without the student's input.
4. If the instructor determines that the student has not violated the policy, the student will be notified in writing within seven (7) days of meeting with the instructor, whether or not the student responded.
5. If the instructor determines that the student has violated the policy, the instructor completes the *Academic Dishonesty Report Form (ADRF)* within five (5) days of the initial meeting with the student or from the end of the student's seven (7) day response period. The student then has five (5) business days to respond and to attend a formal meeting with the instructor.
6. If the student fails to respond, the instructor completes the *Academic Dishonesty Report Form* and imposes a final academic sanction which may include referring the matter to the Office of Academic Administration.
7. If the student responds, the student is given the ADRF and is asked to initial and sign the appropriate response. The student may have an Adventist University faculty or staff member of his or her choice accompany him or her to this meeting with the instructor if they choose.
8. A copy of the ADRF is given to the student (if he or she responds), Academic Administration, and the Department Chair. A copy is also given to the University Disciplinary Committee if the matter is referred to them.
9. If the instructor takes no action within (5) five days of meeting with the student, the allegations will be considered dismissed.

The disciplinary authority of Adventist University of Health Sciences (ADU ) is vested in the President, those asked by the President to act on his or her behalf, and in the committees and administrators of ADU for whom jurisdiction may be conferred for specific cases or specific areas of responsibility.



If violations of academic integrity come to light subsequent to a student's graduation from the University, the instructor, program director, or department chair may make recommendations for disciplinary action to the Office of Academic Administration. This action may include nullification of the degree awarded. Decisions of this nature may be appealed to the President of the University.

## **Disciplinary Sanctions for Academic Misconduct**

Sanctions will be imposed according to the severity of the misconduct. Multiple sanctions may be imposed should the behavior call for the imposition of a more severe penalty. In all cases, the University reserves the right to require counseling or testing of students as deemed appropriate. Definitions of disciplinary sanctions include the following:

1. **Academic action**
  - May include altering a grade or assigning a failing grade for the assignment, examination, or course.
2. **Disciplinary report**
  - All academic misconduct and sanctions are recorded on an *Academic Dishonesty Report Form*, which is kept on file with the Office of Academic Administration for the duration of the student's attendance at the University. If academic misconduct reoccurs, the report will be taken into consideration in determining further sanctions.
3. **Restitution**
  - Students are required to compensate the University or other persons for damages, injuries, or losses. Failure to comply could result in suspension or dismissal.
4. **Probation**
  - There may be specific restrictions or extra requirements placed on the student for a specified period. These may vary with each case and may include action not academically restrictive in nature, such as restriction from participation in University activities or other requirements. Disciplinary action should be consistent with the philosophy of providing constructive learning experiences as a part of the probation. A student may be required to meet periodically with designated persons. Any further misconduct on the student's part during the period of probation may result in disciplinary suspension or dismissal.
5. **University suspension**
  - Suspension prohibits the student from attending the University. It prohibits the student from being present on specified University-owned, leased, or controlled property without permission for a specified period of time. Students placed on University disciplinary suspension must comply with all suspension requirements. A student seeking to attend the University after the conclusion of his or her suspension may apply for readmission to the University.
6. **University dismissal**

- Dismissal permanently prohibits the student from attending classes at the University and permanently prohibits the student from re-enrolling at the University.

## Resources

The following institution's policies were the sources referred to for guidance in the creation of the Adventist University Academic Integrity Policies and Procedures for Dealing with Academic Misconduct:

- The University of Cincinnati
- The University of New Orleans
- Rutgers University
- Iowa State University
- Central Michigan University

## Copyright Policy

### 1. Introduction

Adventist University of Health Sciences expects all members of the University community to make a good faith effort to respect the rights of copyright owners. This policy serves to affirm the University's commitment to comply with copyright law, to educate members of the University community about copyright law and rights available under that law, and to provide a standard approach for addressing complex copyright issues. This policy outlines the relevant statutes, codifies University practices relevant to copyright, and recommends tools by which faculty, staff, and students can ensure they respect the rights of copyright owners.

### 2. Copyright Basics

#### 2.1 . The Extent of Copyright

Copyright is the right of an author, artist, or other creator of an original work of authorship to control how his or her work is used. Under the United States copyright law (title 17, U.S. Code), copyright attaches the moment the original work of authorship is fixed in any tangible form-no formal registration is necessary. Copyright protection extends to literary works; musical works; dramatic works; pantomimes and choreographic works; pictorial, graphic, and sculptural works; sound recordings; and architectural works. Ideas, concepts, principles, procedures, processes, methods of operations, and discoveries are not protected by copyright.

United States copyright law grants copyright owners the exclusive rights to copy and/or distribute their work, to create derivative works, and to publicly perform or display their work (17 U.S.C Section 106). There are limitations on these rights, but in general the unauthorized

reproduction, performance, display, or distribution of a copyrighted work is copyright infringement and may subject the infringer to civil and criminal penalties.

## **2.2. Limitations on Exclusive Rights**

The exclusive rights of copyright owners have several limitations placed on them by copyright law. These limitations include copyright term limits, the first sale doctrine, special classroom exceptions, reproduction by libraries and archives, and fair use. Uses that fall under these limitations are allowed without the permission of the copyright owner. For any other use of copyrighted materials, the user must seek permission from the copyright owner.

### **2.2.1. Copyright Term Limits and Public Domain (Sections 301 - 305)**

Copyright protection is not eternal. In the United States, copyright now lasts for the life of the author plus 70 years. For works where the author is unknown or the copyright owner is a corporation, copyright lasts for the shorter of 120 years from the creation date or 95 years from the publication date (17 U.S.C Section 302). Once a work's copyright term expires, it enters the public domain and can be freely used by anyone without permission. Works created by officers or employees of the United States government as part of their official duties are also part of the public domain; however, works published by state governments may be copyrighted.

All works published before 1923 have entered the public domain, and other works will be added as their copyright terms expire. For more information and guidelines for determining the copyright status of a work, see Cornell University's "Copyright Term and the Public Domain in the United States" ([http://www.copyright.cornell.edu/public\\_domain/](http://www.copyright.cornell.edu/public_domain/)) and the American Library Association's Digital Copyright Slider (<http://librarycopyright.net/digitalslider/>).

### **2.2.2. The First Sale Doctrine (Section 109)**

Section 109 (17 U.S.C Section 109) grants certain rights to the owner of a particular copy of a copyrighted work. The owner of the copy may, without permission, publicly display or sell it. The owner may also lend or lease his or her copy, though the commercial lending or leasing of computer software and sound recordings is specifically prohibited.

The first sale doctrine provides libraries with the right to lend out books and movies. Section 109 also gives libraries and non-profit education institutions the special right to lend computer software and sound recordings.

### **2.2.3. Special Classroom Exceptions (Section 110)**

In a strict sense, any presentation of a copyrighted work in a classroom, such as reading aloud from a textbook, qualifies as a public display or performance and requires permission from the copyright owner. While drafting the copyright law, Congress was aware of the need of teachers to present copyrighted material during their lessons. Schools could not function if teachers had to obtain permission before discussing any copyrighted works in class. Section 110 (17 U.S.C Section 110) addresses this problem by granting teachers and students the right to perform or display copyrighted works in face-to-face teaching situations.

For a use to qualify under the exception granted by section 110, it must meet a number of requirements. The display or performance must be an integral part of the class, must be supervised by an instructor, must take place in a classroom or similar location, and must be open only to members of the class. Also, the copies displayed or performed must be lawfully obtained.

In 2002, Congress passed the TEACH act, which extends section 110 rights to distance education. TEACH allows the digital transmission of "a performance of a nondramatic literary or musical work or reasonable and limited portions of any other work, or display of a work in an amount comparable to that which is typically displayed in the course of a live classroom session" (17 U.S.C Section 110); digital educational works (works marketed specifically for transmission in distance education) are not covered.

TEACH also adds to the existing section 110 requirements. The educational institution must apply technological measures to prevent students from retaining the work past the class session or sharing the work without permission. And the institution must have in place copyright policies that promote copyright compliance and warn students that the works may be copyrighted.

#### **2.2.4. Reproduction by Libraries and Archives (Section 108)**

Copyright law recognizes several special rights that apply only to libraries. The primary right is the right of libraries to make and distribute a single copy of a work for non-commercial use (17 U.S.C Section 108). A library can copy an article or small portion of other types of works and give it to a library user provided that the library includes a copyright notice on the copy and has no notice that the user intends to use the copy for anything other than private study, scholarship, or research.

Section 108 also gives libraries the right to make multiple copies of works for preservation and to provide access to unpublished works.

#### **2.2.5. Fair Use (Section 107)**

One of the purposes of copyright is "to promote the Progress of Science and useful Arts" (U.S. Constitution, Article 1, Section 8). United States copyright law recognizes that there are uses, such as criticism, comment, news reporting, teaching, scholarship, and research that are necessary to promoting intellectual progress. Such "fair use" is not an infringement of copyright. While the other exceptions to copyright are put forth in some detail, fair use is left intentionally broad. Section 107 lists four factors to consider in determining whether a use qualifies as fair use:

1. "the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work." (17 U.S.C Section 107)

These factors are not precise, and different people may make different determinations about what constitutes fair use. Only the court can officially state whether a given use is fair use or copyright infringement.

### **2.3. Infringement and Damages**

If a copyright owner believes that a use violates his exclusive rights, he can sue the person responsible for copyright infringement. If the court agrees that the use is infringing, the user must cease the use and can face damages of up to \$150,000 per violation plus the copyright owner's court costs and attorney fees (17 U.S.C Chapter 5). If a person makes 10 copies of a copyrighted work, each copy counts as a single violation, so damages can quickly reach millions of dollars.

A person or institution can be guilty of infringement without directly violating copyright. United States copyright law recognizes three types of infringement: direct, contributory, and vicarious. Direct infringement is the actual act of violating copyright. Contributory infringement takes place when a person or institution knew or should have known about the infringement and contributed to it. Vicarious infringement takes place when a person or institution knew or should have known about the infringement and benefited financially from it. Adventist University of Health Sciences would be guilty of vicarious infringement if a professor made illegal copies of an article for a class rather than paying for it from the department's budget.

## **3. Responsibility**

Individual Adventist University faculty and staff members are responsible for reading and understanding the University's copyright policy and shall be held accountable for willfully disregarding it in their use of copyrighted works. The University will provide faculty and staff with access to resources that assist with determining permitted use. Faculty and staff are responsible for consulting those resources and applying them in accordance with the law.

At no time shall a faculty member, staff member, or student assistant who reproduces or distributes copyrighted materials in accordance with the written or verbal instructions of a supervisor be liable for any failure to follow copyright law. This protection does not apply if the faculty member, staff member, or student assistant acts without instructions or in a manner that falls outside of such instructions.

## **4. Guidelines for Proper Use of Copyrighted Materials**

Adventist University of Health Sciences endorses the following guidelines on the correct use of copyrighted materials in various situations:

- Agreement on Guidelines for Classroom Copying in Not-for-profit Educational Institutions with Respect to Books and Periodicals (<http://www.copyright.gov/circs/circ21.pdf>)
- CONTU Guidelines for Interlibrary Loan Photocopying (<http://www.librarycopyright.net/presentations/GLsInterlibLoan.pdf>)

- Fair Use Guidelines for Educational Multimedia (<http://ccumc.org/node/210>)
- Guidelines for Off -Air Taping for Educational Purposes (<http://www.lib.berkeley.edu/MRC/Kastenmeier.html>)

Members of the University community are expected to abide by these guidelines where applicable. However, the guidelines represent an attempt to define the minimum use that would be considered non-infringing. They should not be considered statements of the maximum use allowed. Many uses that fall outside the recommendations of the guidelines may be covered by fair use. The guidelines are also not infallible guards against infringement. A use that seems to fit within a guideline's boundaries may actually be infringing under certain circumstances. It is important to consider how the four factors of fair use apply to every proposed use that is not clearly covered by one of the exceptions in sections 108, 109, and 110.

## 5. Resources

Copyright is a complex issue. In addition to guidelines, Adventist University of Health Sciences provides access to the following resources for students, faculty, and staff to use in determining if a use of work is permitted.

- University of Texas' Copyright Crash Course (<http://www.lib.utsystem.edu/copyright/>)
- Stanford University Libraries, Copyright and Fair Use (<http://fairuse.stanford.edu/>)
- North Carolina State University's TEACH Act Toolkit (<http://www.provost.ncsu.edu/copyright/toolkit/>)
- Columbia University Libraries, Copyright Advisory Office's Fair Use Checklist (<http://www.copyright.columbia.edu/fair-use-checklist>)

For additional help in making decisions regarding copyright, please contact Adventist University's copyright resource officer.

## 6. Peer-to-peer Filesharing

Peer-to-peer filesharing has gained popularity over the last several years as a way to obtain copies of music and movies. Peer-to-peer networks allow people to download and upload material to and from any computer on the network. These networks make it easy for people to freely copy and distribute or download copyrighted music and movies.

Copying and distributing copyrighted movies and music for entertainment purposes without permission is a clear violation of copyright law. A growing use of peer-to-peer filesharing among college students is downloading textbooks. Even though the textbooks are used for education, downloading them simply to avoid paying for them is copyright infringement, not fair use. See Indiana University's "Filesharing and Copyright" (<http://www.copyright.iupui.edu/fileshare.htm>) for a more detailed discussion.

Adventist University of Health Sciences' computer use policies state that the computer network on campus is not to be used for any illegal activity. This includes downloading and uploading files in violation of copyright law. Anyone who downloads or uploads copyrighted files illegally,

whether through a peer-to-peer network or other means, will be subject to the penalties outlined in the University's computer use policies.

## **7. Permissions**

If a proposed use of copyrighted material is not within fair use or any other exception, it doesn't mean that you cannot use the material. You may be able to obtain permission from the copyright owner. The copyright owner may control licensing directly, or rights may be available from a licensing agency.

Rights are often readily available. Check with the library to find out what rights the University already has. The library's licenses for electronic access to a text-based work may include some reproduction and distribution rights. Licensing agencies, such as the Copyright Clearance Center (<http://www.copyright.com/>) or the Authors Registry (<http://www.authorsregistry.org/welcome.html>), can quickly provide rights the library doesn't have. For audio-visual materials, the library may have public performance rights for a performance not covered by section 110, or the library staff may be able to obtain those rights from the distributor.

For a comprehensive discussion of licensing and how to search for the owner of a copyright, see the Columbia University Libraries' Copyright Advisory Office (<http://www.copyright.columbia.edu/permissions>).

## **Active Military Duty**

Any student called to active duty from the reserves of any branch of the military or the National Guard will receive special consideration from Adventist University of Health Sciences to ensure a smooth transition. Students should notify the department chair and submit a copy of the military orders. The length of service should be defined when possible. A full refund of tuition and fees for the current trimester will be granted.

Upon returning to the University, the student should provide documentation that he or she has been released from active duty. He or she must meet with the department chair to outline a new curriculum plan based on individualized learning needs and the length of time required to complete the program.

## **Attendance Policies**

Adventist University students are expected to attend all scheduled courses, laboratories, clinicals, and/or practicums. The following attendance policies are in effect:

- Regular attendance in courses, laboratories, and clinicals is required.

- The student is considered to be enrolled in the course until the completed Drop/Add/Withdrawal Form is submitted to the Office of the Registrar. It is the student's responsibility to complete these forms as soon as the decision to drop has been made.
  - Failure to submit the completed Drop/Add/Withdrawal Form by the drop deadline will result in the grade of "WF" being given for the course.
- It is the student's responsibility to contact the instructor if class appointments have been missed.
- Failure to attend the first day of the course will result in course withdrawal.
- All arrangements for an excused absence must have the instructor's prior approval. In the event of an emergency (e.g. illness), instructors may require official documentation or verification.
- An Administrative Drop may take place if the student is absent for a period of two consecutive weeks and does not contact the instructor or complete the appropriate paperwork.
- When a student's number of absences (excused or unexcused) for any course exceeds 20% of the total course appointments, a grade of "F" may be given for that course.
- Students are allowed to consider as excused absences up to five days off for bereavement if the death was an immediate family member (spouse, parent, sibling, child, or grandparent). Other family members, such as aunts, uncles, and cousins, are usually not in this category unless they were part of the immediate family. Additional time must be requested by the student and agreed to by the instructor. Verification must be provided at the time of the student's return to class. All coursework must be made up within a time frame agreed upon with the course instructor.
- Please refer to the program handbook for additional attendance policies.

## **Cancellation of Course Section**

A course may be cancelled if the enrollment in a particular section of a course does not reach at least six students. If necessary, course sections may be combined and/or moved. Every effort will be made to keep scheduled courses open in a given trimester.

## **Emergency Course Cancellation**

All decisions regarding emergency school closure will be made by Adventist University of Health Sciences Administration. Information on campus closings may be obtained from the following sources:

- Campus voice message system : (407) 303-9798 or (407) 303-7747
- Campus plasma screen displays
- University Web sites: [www.adu.edu](http://www.adu.edu), [my.adu.edu](http://my.adu.edu)
- Local area TV stations: WESH (2), WKMG (6), WFTV (9), Central Florida News (CFN 13)



# University Credit for Experience

It is not the policy of Adventist University of Health Sciences to grant credit for life or work experience.

## Communication Policy

Adventist University of Health Sciences (ADU) employs three electronic modes of communication to meet the needs of its student population. Instructors will communicate in their syllabus their preferred method of communication with their students. This will vary from course to course. It is expected that all students will check these electronic modes of communications at least weekly. Students are held accountable for all information communicated to them through these systems.

- **My Academic Resource System (MARS):** MARS is used primarily for communication between students and key offices on campus relating to their enrollment and progression at Adventist University. Students can access their academic advisor or ask questions about placement testing in addition to communicating with the following departments or offices: Enrollment Services, Business Office, Registrar, Financial Aid, Bookstore, Residence Hall, and Student Services. All communication in MARS is logged and recorded for future reference. To access MARS:
  - Log in to my.adu.edu
  - Under Academics, click on My Messages.
- **Adventist University E-mail Account:** Adventist University e-mail accounts will be used to inform students of upcoming events, such as social events, registration and application information, school closings, and department-specific communications.
- **E-Learning E-mail:** The e-learning courseware management system includes an e-mail component which allows the members of the course and their instructors to communicate with each other. The instructors who utilize the e-learning courseware management systems will communicate in their syllabus their preferred method of communication with their students. This will vary from course to course.

## Convocation

An annual Convocation event is held each Fall, bringing together and celebrating the entire Adventist University family during the new school year. All students are required to attend this campus-wide event. The President's Reception is held following Convocation for all students, faculty, and staff.

## Course Classification

Graduate courses are numbered at the 500 level and above.

## Course Credit

Students will not receive credit for a course unless they are officially registered for it by the end of the approved registration period. Please refer to the Academic Calendar for registration dates and the *Late Registration Policy* for more information.

## Course Evaluations

Students are required to complete end-of-course evaluations for all courses, including didactic, clinical, and lab sections, in which they are enrolled. Evaluations must be completed by the last day of class (or as otherwise determined by the course instructor). Failure to comply with this mandatory requirement will result in a grade of incomplete (I) being awarded for the class, including the process and fees attached (see *Academic Catalog* for complete guidelines and fees).

## Course Load

Graduate course load is expressed in trimester credits. A trimester credit represents one 55-minute class or equivalent per week for 14 weeks. Laboratory courses are calculated at a 2:1 or 3:1 ratio, with two or three 55-minute periods of lab time each week making up one trimester credit. Clinical courses are measured according to the policies of the graduate program. For nurse anesthesia students, eight-hour periods of clinical time each week make up one trimester credit (8:1 ratio). For occupational therapy students, forty-hour periods of clinical time each week make up one trimester credit (40:1 ratio).

Full-time graduate students are defined as those who register for eight or more credits per trimester. Students are considered to have full-time status during the internship term(s). A graduate student may not be concurrently registered at another college or university and Adventist University of Health Sciences without permission from the department chair and Office of Academic Administration.

Course load *includes all outstanding incompletes*. For example, nine credits of incompletes from the prior term will limit the number of credits a student may take in the current enrollment period.

## Directed Study

Graduate students have the opportunity to participate in courses that are designed to concentrate on a particular problem or area in any of the academic disciplines offered at Adventist University of Health Sciences. These courses may be taken for up to three-credit hours and are recorded on the student's permanent academic record as Directed Study. Students interested in these courses should complete the *Application for Directed Study* form available from the Office of the Registrar.

# Drop Policy

It is the responsibility of the student to withdraw in writing to the Office of the Registrar prior to the deadline published in the *Academic Catalog*. The student must submit a completed *Add/Drop/Withdrawal Form* by the deadline. The assigned grade is determined by the date the student or faculty member notifies the office, not the last date of attendance. The last day to drop a course is determined by the week number in the session. Students may withdraw during the first week of course without penalty. No record will appear on the permanent academic record. Beginning with the second week of the course to the published Drop deadline, students will receive a "W" for the course. Students who withdraw after the published deadline will receive a "WF" for the course. This grade is equivalent to a failure.

## Student-initiated withdrawals

Important information for students seeking to withdraw from a course(s). Students should be aware that course withdrawals may affect:

- Anticipated graduation dates
- Immigration status
- Financial status
- Eligibility for a professional program
- Progression requirements for a professional program.

**Before a student withdraws, we recommend that the student:**

- Meet with a professor to discuss his or her progress in the course
- Meet with an academic advisor to discuss how the withdrawal will affect his or her educational plans
- Meet with a financial aid advisor to discuss how the withdrawal will affect his or her financial aid
- Refer to the Refund Policy in the Financial Information section of the Academic Catalog.

## Faculty-initiated withdrawals

An Administrative Drop may take place if a student is absent for two consecutive weeks and does not contact the instructor or complete the appropriate paperwork.

## Drop Deadlines for All Academic Sessions

Number of Weeks in Session	No Record	Grade of "W" will be assigned	Grade of "WF" will be assigned
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1	End of 1st day in the session	Beginning of 2nd day to end of 4th day	Beginning of 5th day
7	End of 1st school week in the session	Beginning of 2nd week to end of 5th week	Beginning with the 6th week
12	End of 1st school week in the session	Beginning of 2nd week to end of 9th week	Beginning with the 10th week
13	End of 1st school week in the session	Beginning of 2nd week to end of 10th week	Beginning with the 11th week
14	End of 1st school week in the session	Beginning of 2nd week to end of 11th week	Beginning with the 12th week
17	End of 1st school week in the session	Beginning of 2nd week to end of 13th week	Beginning with the 14th week
18	End of 1st school week in the session	Beginning of 2nd week to end of 14th week	Beginning with the 15th week

## Duplicate Diploma

Duplicate diplomas may be issued under the following conditions:

- Lost
- Damage
- Legal name change

Students must submit a notarized letter detailing his or her request. Additional documents may be required. Please contact the Office of the Registrar for more information. Students will be charged a \$100 processing fee.

## Examinations and Grade Reports

Credit will not be granted for any course unless the student has completed the required work. Students are expected to adhere to the published final examination schedule. If multiple examinations are scheduled concurrently, or the student is required to sit for more than three examinations in one day, arrangements for alternate test dates (within the final exam period) may be made with the department chair.

Grade reports are available online. Grades will be disclosed to third-parties only with a student's signed consent. Refer to the Student Rights and Confidentiality of Records section in this *Academic Catalog*.

## Jury Duty

The individual course instructor will make reasonable accommodations for any student required to fulfill jury duty obligations, which includes providing additional time to complete assignments, tests, or quizzes missed during this absence. Students should submit a copy of their jury duty notice to the course instructor.

## Laptop Policy

All students are required to have a laptop that meets the Adventist University of Health Sciences specifications ( see the Software and Hardware Requirements section in the *Academic Catalog*). Students may purchase a laptop from the University or bring their own if they meet the standards. Some professional programs may require that the laptop be purchased from the University approved vendor. Students should contact their program of interest for more information. Financial aid may be available to cover the cost of purchasing a new computer. Please check with your Financial aid counselor. If approved, financial aid will only be approved for use with the approved University vendor. For more information, please use the following link: <http://www.adu.edu/about/bookstoreandcafe>.

## Library

The Robert A. Williams Library provides instruction and resource materials that support the educational programs and goals of Adventist University of Health Sciences. The Library is located on the first and second floors of the General Education building.

Individual reference service is offered during library hours of operation. Customized group and individual instruction in the effective use of information resources, such as databases or educational modules, are available upon request. A group study room, individual study carrels, computers, scanning, printing, photocopying, and faxing are available at the Library.

Access to materials from other libraries is available through Interlibrary Loan. The online catalog, subscription databases, e-journals, e-books, streaming video, *Refworks* citation management tool, copyright guidelines, Internet-based learning modules, *APA Style Guide*, *Ask-A-Librarian* (reference questions), and *Interlibrary Loan/Document Delivery* request information may be accessed remotely at [library.adu.edu](http://library.adu.edu). Several multidiscipline academic and general reference databases are available, as well as specialty databases in nursing, allied health, consumer health, business, literature, computer technology, opposing viewpoints, student resources, and newspapers. Specialty database reference modules are offered in health, science, arts, humanities, psychology, social science, women's interests, children's issues, education, law, international issues, military, and multicultural topics.

## Readmission After Academic Dismissal

Graduate students not in an academic program who have received an academic dismissal may petition the Office of Academic Administration for readmission. If readmission is granted, additional admission documents may be required by the Office of Enrollment Services.

Graduate students within an academic program who have received an academic dismissal may reapply during the normal application cycle for the next available class. Should a vacancy occur in an academic program that is compatible with the matriculation of a failed student, the program may extend an invitation for application to the program. Individuals/applicants must submit required admission paperwork and fees. An invitation for application does not signify acceptance into the program. Failing students desiring to be considered for reapplication should submit a letter of intent to the Academic Department and the Office of Enrollment Services.

## Registration

Registration is conducted via the University website my.adu.edu for both new and returning students. Students must select courses and submit them for advisor approval to reserve their seats in the desired courses. All remaining steps must be completed for the registration process to be finalized.

To accommodate web registration, a schedule of all courses will be published in advance of the designated term (fall, spring, or summer). The schedule includes the courses offered, sections, days, times, and building and room locations. Additionally, registration deadlines, dates and times of final exams, and other important announcements will be published.

All Adventist University students must complete the following to register for courses:

- Complete New Student Orientation to register for courses.
  - Online Modules
- Complete the required background, drug testing, and immunization requirements as outlined in your admissions/acceptance package.
- Receive Background Check clearance.
- Activate ADU student issued email account.
- Have an approved *Adventist University Graduation Application* on file in the Office of the Registrar to register for their final term.

## Late Registration

All students must complete the registration process within the approved registration periods. Exceptions to this policy will be considered only under extenuating circumstances when students submit a *Late Registration Form* accompanied by appropriate documentation.

## Repeated Courses

If a student chooses to repeat a course, the following policies apply:

1. If a course taken elsewhere is repeated at Adventist University of Health Sciences, the Adventist University course and grade will be recorded on the transcript and will be used in computing the GPA. The other course will not be transferred. Students who choose to repeat courses that have already been transferred must notify the Office of the Registrar so that the transferred course may be removed from their transcript.
2. If the course was taken and repeated at Adventist University, both courses and grades will appear on the transcript. The lower grade will remain on the transcript, but the quality points will be disregarded. The higher grade will be used in computing the GPA.
3. Courses taken at Adventist University of Health Sciences must be repeated at Adventist University.

Permission to repeat a course may be limited by the policies of the professional programs. Please consult the program sections of this *Academic Catalog* for further information on repeated courses.

## Student Conduct

Adventist University of Health Sciences (ADU) will admit and retain only those students who demonstrate by their conduct that they are in accord with its mission and standards outlined in the student handbook. These objectives and standards can be found summarized in the *Student Handbook* policies and procedures which is available electronically through the ADU website. Students who register for classes agree to accept and abide by the standards and regulations of a Seventh-day Adventist University.

## Student Grievance Policy

Students with grievances that are not covered under the Academic Appeal Policy (*Academic Catalog*) or Discipline Appeal Policy (*Student Handbook*) are encouraged to take the appropriate steps to resolve the issue informally by discussing it directly with the individual(s) involved.

After speaking to the individual, students should report concerns to the department chair in which they are admitted. Students may also submit a written grievance to the Office of Student Services within ten business days of the incident. The Office of Student Services will investigate the case and respond to the student in writing within ten business days.

## Time Limits for Completion of a Program

Refer to individual graduate program policies to determine time limits for completion of a respective program.

## Transcripts

The Registrar issues transcripts of a student's Adventist University of Health Sciences academic record upon written and signed request of the student. Requests for transcripts should be received by the Office of the Registrar at least ten business days before they are needed. Telephone or e-mail requests cannot be honored. Official transcripts will not be issued to students with unpaid accounts, those who are in default on federal loan payments, and/or who owe a repayment on any federal grant unless the student can provide official documentation that arrangements have been made with the lending institution.

## Transfer Credit Policy

Graduate students may petition to transfer credits from other regionally accredited institutions of higher learning. No more than twelve graduate semester hours may be transferred in to the graduate program of study. Only courses which fulfill Adventist University course requirements and have been completed with a grade of "B" or better may be transferred. Transfer requests must be approved by the respective department chair. Transfer credit is not allowed for courses specific to the professional discipline. *Transfer of credit is not an option for courses in the professional clinical programs.*

## Withdrawal Policy

This policy applies to students who request to withdraw from courses in a given trimester, from a program, or from Adventist University of Health Sciences. Such students must:

- Obtain an *Add/Drop/Withdrawal Form*.
- Meet with their appropriate department representative(s).
- Meet with representative(s) from Financial Aid and/or Financial Services.
- Submit the *Add/Drop/Withdrawal Form* with **all required signatures** to the Office of the Registrar.

Students who temporarily leave the University will be given a withdrawn status if they are gone for more than two academic periods. Students who attend other institutions after leaving will be required to provide updated official transcript(s) for evaluation upon re-entry to Adventist University.



# Academic Support

## Center for Academic Achievement

The Center for Academic Achievement (known as The Center or CAA) believes that students should study smarter, not harder. That's why The Center helps students in the areas of Tutoring, Counseling, Disability Services, and Resume/Cover Letter Writing. For detailed information on any of the areas the Center specializes in or to reserve a spot for a test, please call 407-303-7747 ext. 110-6413.

## Counseling

Counseling assists students in resolving personal difficulties and in acquiring the necessary skills and resources to both succeed in the University environment and pursue productive and satisfying lives. Counseling can help clarify concerns, gain insight into self and others, and teach new ways to most effectively cope and/or resolve issues. Counseling can offer emotional support, new perspectives, and help in considering possible solutions. Other reasons to see a counselor may include: academic, career direction/concerns, self-esteem issues, relationship issues, grief and loss, family, communication, stress management, anger management, and physical, sexual, or substance abuse. Counseling is free to all students, and students are encouraged to seek counseling assistance proactively. For appointments, please call 407-303-7747 ext. 110-6074 or email [counseling@employee.adu.edu](mailto:counseling@employee.adu.edu).

*Online counseling (e-Therapy)* is available to both on-campus and distance students. Counseling is offered via email and real-time chat. For more information or to set up an appointment, please send an email to [counseling@employee.adu.edu](mailto:counseling@employee.adu.edu). It's good to remember that online counseling is not appropriate for all kinds of problems; students should speak to the counselor to determine if e-therapy would be a good fit.

## Disability Services

The faculty and staff of Adventist University of Health Sciences are dedicated to an equitable and exemplary education for all of its students. They believe that equal education is not limited to a physically accessible campus for its students. It also strives to provide necessary accommodations to those students with disabilities. Students with disabilities who succeed at ADU demonstrate self-reliance and are able to advocate for their needs and anticipate challenges in a new environment, as well as address those needs well in advance.

Once you have been accepted to the university you can register with the Office for Students with Disabilities (OSD) which is located in the Center for Academic Achievement (CAA). To be eligible for disability-related services, students must have a documented disability as defined by the Federal Rehabilitation Act of 1973, Section 504, and/or the Americans with Disabilities Act

of 1990 (ADA). A person with a disability is an individual with a physical or mental impairment that substantially limits one or more major life activities.

Accommodations are decided on a case-by-case basis, using the documentation submitted. All accommodation requests may not be granted. Programs will not be fundamentally altered to accommodate a student.

If a student requests accommodation, the student must provide the OSD the requested current, official documentation related to his or her disability along with the Voluntary Declaration of Disability Form. That documentation will be used to determine the type and extent of accommodation that is most reasonable and effective for that student. The review process typically can take up to ten business days. In particularly busy times, such as the start of a new trimester, this process may take longer. You will be notified by email once documentation has been reviewed.

If criteria have been met and accommodations are granted, the student must submit a Trimester Accommodation Request Form. The student's instructors will be notified of the student's needs once the student has completed the Release of Information Form (available in the CAA). The instructor will receive an Academic Accommodation letter explaining the accommodations necessary for that student.

For each subsequent trimester, it is the student's responsibility to complete the Trimester Accommodations Request Form and submit it to the OSD. It may take seven or more business days to notify instructors. Forms should be submitted 2 weeks prior to the beginning of the trimester. This recommendation will ensure timely implementation of accommodations, but accommodation requests will be accepted throughout the trimester.

At any time, students may request in writing to discontinue any information-sharing related to their disability. Students may request to discontinue their accommodations at any time. Questions or concerns should be brought to the attention of the OSD.

Please note that school plans, such as an Individualized Education Program (IEP) or 504 Plans, are not sufficient documentation to establish the rationale for accommodations in a university setting. Original documents are not necessary; a copy or fax of the material is sufficient. If documentation is incomplete or otherwise inadequate to determine the disability and/or reasonable accommodations, the OSD will require additional documentation. Documentation costs are to be paid by the student.

If you would like ODS to be able to discuss your disability or accommodations with persons or agencies outside of ADU (including your parents if you are over the age of 18), you must complete a Release of Information Form, available in the CAA.

Denied accommodation requests may be appealed in writing by a student to the Center for Academic Achievement Director. Such appeals must be filed within ten calendar days of the receipt of the denial of accommodation request.

For more information regarding Academic Accommodations, please contact Betty Varghese at 407-303-7643

## **The Learning Co-Op**

The Learning Co-Op is located on the ground floor of the Nursing Building. It's full of great resources to help a student's projects and grades reach the next level. In the Co-Op a student can find the latest and greatest Macs and PCs, 2 scanners, one capable of scanning larger format paper, a large format inkjet printer, a sound booth, microphones, and Pro Tools system. The Co-Op is a place to be creative! A place where a student can create multimedia projects and presentations and burn them to a CD, DVD, copy them to an external hard drive or thumb drive, and even print posters! To find out how to use some of this equipment, students can visit the Co-Op or go online to the CAA website and under the Center for Academic Achievement page, click on Learning Co-Op.

## **Financial Information**

Adventist University of Health Sciences offers students the opportunity to obtain a Christian education. Every effort will be made to assist students in meeting their financial obligations to reach this goal.

Information on student costs and the means of paying those costs are given below to assist students in financial planning.

## **Nurse Anesthesia, Occupational Therapy, and Physician Assistant**

Tuition for these graduate programs are assigned by the "Block Method." Prior to the admission of a new cohort of students in these programs, an amount is set by the University to cover the entire tuition costs of a student who progresses to completion in the consecutive trimesters prescribed by the program.

Should the applicant, prior to admission, have satisfactorily completed at Adventist University of Health Sciences any of the courses prescribed in the curricula, upon petition a tuition credit in the amount the student paid for the completed course may be credited to his/her account. Except for those armed forces veterans for military reservists called to active military duty (see Active Military Duty Policy), no other tuition refunds or waivers will be granted.

## **Healthcare Administration or Graduate General**

Applicants who seek enrollment at Adventist University in the Healthcare Administration program or as graduate general students will be charged \$500 per credit hour for each course for which they enroll. Applicants should consult the current *Graduate Catalog* for policies governing such enrollment.

All applicants are advised to consult the Tuition and Fee schedule.

## Tuition and Fee Schedule

Following is the 2014-2015 tuition and fee schedule. Tuition and fees are determined annually and are subject to change without prior notice.

<b>General Fees</b>	<b>Amount</b>
Matriculation fee (per trimester) <sup>1</sup>	\$290.00
Professional Program deposit (non-refundable) <sup>2</sup>	\$500.00
Application fee	\$100.00
Special examination fee <sup>3</sup>	\$50.00
Incomplete grade recording fee	\$15.00
Duplicate Diploma	\$100.00
Graduation fee (final trimester attended) <sup>4</sup>	\$100.00

<b>Master of Science in Nurse Anesthesia</b>	<b>Amount</b>
Program Tuition Cost	\$61,000.00
Professional Fee (per trimester) <sup>5</sup>	\$250.00
Laptop Computer and software bundle (approximation)	\$1,050.00

<b>Master of Occupational Therapy</b>	<b>Amount</b>
Program Tuition Cost	\$60,000.00

Professional Fee (per trimester) <sup>5</sup>	\$250.00
Computer	\$1050.00

<b>Master of Science in Physician Assistant</b>	<b>Amount</b>
Program Tuition Cost	\$60,000.00
Professional Fee (per trimester) <sup>5</sup>	\$250.00
Computer	\$1,050.00

<b>Masters in Healthcare Administration/ Graduate General Studies</b>	<b>Amount</b>
Tuition per credit hour	\$500.00
Audit per credit hour	\$250.00

<b>Housing Fees<sup>6</sup></b>	<b>Amount</b>
Semiprivate room rental per person per trimester (non-refundable)	\$2,000.00
Private room rental per person per trimester (non-refundable)	\$2,550.00
Private apartment rental per person per trimester (non-refundable)	\$2,990.00
Married - one bedroom per trimester (non-refundable)	\$3,600.00
Married - two bedroom per trimester (non-refundable)	\$4,200.00
Laundry Fee per trimester	included in rent
Room deposit (refundable, see <i>ADU Housing Handbook</i> )	\$200.00

<sup>1</sup> The matriculation fee is used to subsidize the costs of activities and services provided to all students by the following major support departments: Office of the Registrar, Office of Enrollment Services, Information Technology, and Student Services.

<sup>2</sup> For students accepted to professional programs, the deposit is applied toward tuition once the

student enrolls in the program.

<sup>3</sup> The special examination fee is a charge for a mid-term or final examination when taken at a time other than the scheduled time.

<sup>4</sup> **The current balance for the final trimester must be paid in full (or satisfactory arrangements made) before graduation.** The graduation fee is used to subsidize the review of graduation applications and the resolution of related issues, as well as the printing and mailing of official transcripts and diplomas. While a portion of this fee is used to defray the cost of the graduation ceremony, the total cost associated with conferring a degree is incurred by the University, regardless of a student's attendance at the ceremony. Therefore, this fee is charged to every student, whether or not he or she chooses to attend the graduation ceremony.

<sup>5</sup> The Professional fee is used to subsidize clinicals and other fees. Other fees includes lab and course supplies, and equipment.

<sup>6</sup>There is a family discount of 10% per resident for two or more siblings, if they are residing in the University housing.

## Health Insurance

All students who will participate in a clinical environment are required to carry health insurance, and must maintain this insurance for the duration of the program.

## Student Accounts

All tuition and fees must be paid each trimester by the dates indicated on the "Payment Method" page of the online registration process. Tuition and fees may be covered by financial aid for those who are eligible. All account balances must be settled or arrangements made with the Financial Services Office prior to registering for a new trimester. Any remaining balance on a student's account must be paid in full before transcripts or diplomas are released.

## Payment Methods

For making payments on student accounts, the Financial Services Office accepts cash, personal checks, VISA, MasterCard, Discover, American Express, and debit cards (VISA or MasterCard logo).

## Third-Party Payment

When registering for classes, those students who are arranging for a third party to make payments to the University for tuition and fees must complete the **3rd Party Billing Form** and submit this form to the Financial Services Office. Third party payment sources include: Conference subsidy, Florida Prepaid, Vocational Rehabilitation, a current employer, or any other party that has agreed to make full or

partial payment for tuition and fees. Invoicing to any third party will occur after the add/drop period closes.

**ORIGINAL bookstore receipts must be submitted to the Financial Services Office for third-party invoicing purposes. Items on the receipt marked "Misc." must be clarified on the receipt. Misc. items not clarified must be paid out of pocket. If original bookstore receipts are not received by the close of the add/drop period, the student will be responsible for all bookstore charges.**

## **Statements**

Monthly statements will be mailed directly to each student's primary address. Statements can also be viewed online via each student's password-protected My.adu.edu page. For further instructions regarding viewing a student account online, please contact the Financial Services Office.

## **Delinquent Accounts**

A 1% finance charge will be assessed each month on a prior balance. Finance charges for a new trimester begin the second month of the term.

Students completing or terminating their studies at Adventist University of Health Sciences are required to make arrangements for payment of unpaid accounts prior to leaving.

If no payment or response to correspondence or other communication is received within 60 days after a student's departure, the unpaid account balance will be submitted to a collection agency or an attorney.

If Adventist University employs a collection agency or an attorney to collect defaulted accounts, all charges for these services, including court costs, if incurred, will be added to the unpaid bill.

## **Parking Violation**

A \$50 parking ticket will be assessed for parking violations on campus. If payment is not made within 30 days of the initial parking violation, a parking fine of \$100 will be assessed to the student account.

## **Transcripts, Diplomas, Test Scores, and Graduation Participation**

It is the policy of Adventist University of Health Sciences to withhold transcripts, diplomas, test scores, certificates, and other records if a student has any unpaid or past-due balance. These documents will be issued when the account is paid in full. To expedite the release of these documents, the student should send a money order or certified check to cover the balance of the account when requesting documents.

## Refund Policy for Healthcare Administration and Graduate General College Students

Refund of tuition for trimester credit hours dropped is calculated according to the last day a class is attended. The *Add/Drop/Withdrawal Form* must be completed with the required signatures and filed with the Office of the Registrar.

Application fees are non-refundable. Matriculation, lab, and professional fees will be refunded if a student receives 100% refund on all classes for the trimester without incurring any processing fees. Book returns are subject to the ADU Bookstore return policy.

**Students who do not officially complete withdrawal or drop procedures during the tuition refund period will be responsible for the full amount of the applicable tuition and fees.**

### Main-Campus Refund Schedule

Time Period	Refund
Beyond the 5th week of class, no refunds will be given.	
1st week of class	100% refund
2nd week of class	90% refund
3rd week of class	80% refund
4th week of class	70% refund
5th week of class	60% refund

## Refund Policy for Nurse Anesthesia, Occupational Therapy, and Physician Assistant



There are no tuition refunds, except for those armed forces veterans for military reservists called to active military duty.

## Refund Policy for Credit Balance on Account

A credit balance on the account of a currently enrolled student may be left on the account to be applied to future charges or the student may request, in writing, that a check be issued to him or her in the amount of the credit balance. At least three to five business days are necessary to process the request.

A student who is no longer enrolled at Adventist University of Health Sciences may request, in writing, a refund of any credit balance still remaining on his or her account 45 days after the final monthly statement is issued.

If the student has received financial aid during the current trimester, any credit balance will be refunded according to the financial aid policy.

## Housing

Adventist University of Health Sciences (ADU) provides a limited amount of housing for students enrolled at least half time. Placement in Student Housing is based on the following priorities: enrollment in a degree program, returning students, students with completed housing files, and space availability. *Housing Commitment and Deposit Forms* are available from Marketing and Public Relations or the Student Housing Coordinator.

## College Housing Deposit

A \$200 damage deposit is required of all students living in University housing. Deposits should be mailed directly to Financial Services at the time of application for housing.

Students are expected to maintain and leave University housing clean and undamaged. After the Student Housing Coordinator completes the check-out procedures, Financial Services will be notified and the \$200 room deposit will be applied to the student's account. If the deposit creates a credit due to the student, the student may submit a written request to Financial Services to receive a refund.

Damage and cleaning costs will be charged to the student's account if the room deposit is insufficient to cover those costs.

For complete information on University housing costs, please refer to the *ADU Housing Handbook*.

## Non-Liability for Personal Belongings

When determining what to bring to campus, students should remember that Adventist University of Health Sciences is not responsible for the personal belongings of any student, even though such belongings may be required by the University. In addition, the Adventist University insurance plan does not insure the personal belongings of any individual. The University recommends that students consider carrying insurance to cover such losses.

## Financial Aid

### Financial Assistance General Information

All students applying for graduate financial aid at Adventist University of Health Sciences must have been accepted at the graduate level of the University. To begin the financial assistance application process, students must complete two forms available at [www.adu.edu](http://www.adu.edu): The *Free Application for Federal Student (FAFSA)*, and the *ADU Financial Aid Application*.

In order to be eligible for any financial aid, the student must:

1. Be enrolled in a program of study leading toward a degree or certificate.
2. Be registered at least half-time (four trimester credits).
3. Be a U.S. citizen or permanent resident.
4. Not be in default or owe a refund on Title IV (federal) funds. If you are in default or owe a refund, contact your lender, servicer, or prior institution to make a payment in full or make arrangements.

Some students may be selected for a records verification procedure. If a student is selected for verification, he or she will need to supply additional documentation required to complete the financial aid file. The student will be able to view this via the online financial aid system.

Once all documentation is received, students will be able to view the types and amounts of financial aid they are eligible to receive via the online financial aid system.

Federal and state regulations require Adventist University to ascertain that the combined financial resources available to a student from all sources do not exceed the student's documented educational need. The Financial Aid Office monitors all financial aid and adjusts the award to conform to federal, state, and institutional regulations.

For financial aid purposes, need is determined by using the following financial aid formula:

$(\text{Cost of Attendance}) - (\text{Expected Family Contribution}) = \text{Educational Need}$

- *Cost of Attendance* refers to the amount it costs to attend Adventist University. This cost includes tuition, an estimated book allowance, an estimated cost for uniforms, an estimated cost for computer for first-time students, a matriculation fee, professional fees, room and board, and personal and travel allowances.

- *Expected Family Contribution* is determined by analyzing the data the student provide(s) on the FAFSA according to a process which has been mandated by the Congress of the United States.
- *Educational Need* is the difference between the above two components.

Students will be able to view their estimated awards they should receive for the coming year via the online financial aid system. Awards that are listed before the end of the drop/add period will disclose estimated awards that are based on the enrollment information provided by the student on the *ADU Financial Aid Application*. If the student enrolls for credits that are different from what the aid was based on, the award may change.

Students are not eligible for financial aid if they are not making Satisfactory Academic Progress (SAP) or are in default on or owe a refund for Title IV (federal) aid.

## Financial Aid Application Deadlines

Students must apply for financial aid each award year, which is available after January 1. The Adventist University of Health Sciences (ADU) Financial Aid Office must receive the results from the FAFSA and have a completed online *ADU Financial Aid Application*. The student must be accepted to the University. All material should be submitted by April 9, 2015, for best award consideration for the 2015-2016 award year. All students needing to use financial aid for registration purposes must complete the financial aid process at least **six weeks** before the first day of classes of the trimester for which they wish to enroll. See the calendar for the exact deadline dates.

Students who wish to have a Stafford Loan processed and who will not be enrolled for the following term of the award year (award year is fall, spring, and summer) need to make sure that all documentation is turned into the Financial Aid Office at least four weeks prior to the end of the trimester. This deadline is to guarantee that the dollars will be on the student's account by the end of the term.

## Rights and Responsibilities of Financial Aid Recipients

All of the information submitted to the Financial Aid Office is treated confidentially. Only Adventist University employees directly associated with processing financial aid documents have access to the files. Financial aid recipients have the right to know what the Financial Aid Office has done with their information and what will be expected of the recipients. This includes information about how need is determined, how recipients are selected, how financial aid is awarded, and what rules are followed. Financial aid awards are made without regard to sex, race, age, marital status, disability, sexual orientation, color, or national or ethnic origin. Students who are concerned that they have not been treated equally or fairly should discuss the situation with the Financial Aid Director or the Senior Vice President for Finance.

The student is responsible for reading the information provided regarding financial aid, providing complete and accurate information, and following the instructions that are given regarding the application for financial aid.

## **Fund Disbursements**

Financial aid for the trimester is based on the number of credits a student is registered for at the end of the drop/add period. At that time, financial aid will be credited to the student's account. Students who have been selected for verification must have the verification process completed before financial aid will be released. Students will be notified of the procedure by the Financial Aid Office. If a credit occurs after Title IV (federal) aid has been disbursed to the student's account, the credit will be issued to the student within fourteen days by Higher One as long as the MyOneMoneyCard is active. You will receive a MyOneMoney card in the mail and you will need to select a refund method. Students who want the credit to stay on the account must provide written notification to the Financial Aid Office. Students who have given the school permission to hold their credit and then change their mind must provide written authorization of change to the Financial Aid Office. Students should be prepared to cover their own living expenses well into the trimester.

## **Satisfactory Academic Progress for Financial Aid Recipients**

The U.S. Department of Education requires that all students who receive financial aid must make progress toward their program of study. Satisfactory Academic Progress (SAP) is the measure of a student's overall progress. Adventist University of Health Sciences has created the following requirements to comply with the federal regulations. Students who fail to meet these requirements may not receive financial aid, including loans.

A student's entire academic history will be reviewed for the purposes of determining SAP, including credits not paid for by financial aid. Whether a student is considered to be making satisfactory academic progress depends on his or her cumulative grade point average (GPA), successful completion of courses (credit hours), and maximum time limits to complete his or her course of study. Students must meet all the requirements listed below:

### **Cumulative Grade Point Average (GPA) Requirement**

A student must maintain an overall GPA of 3.00 at the end of each trimester. The GPA is calculated on Adventist University courses. If a student repeats a course, the policies regarding repeated courses will apply.

### **Cumulative Completion Requirement**

A student must successfully complete all credits attempted in their designated program of study, combining all Adventist University credits and all transfer credits added to Adventist University of Health Sciences transcript. The percentage of earned credits is calculated by dividing all earned credits by all attempted credits.

- **Attempted credits** Are defined as the credits for which the student is enrolled. All courses are considered attempted credits whether or not the course is completed. Grades of F, course withdrawals (W or WF), audits, pass/no pass, deferred grades, incompletes, in progress, or grades not submitted by the instructor are considered attempted hours.
- **Repeated credits** These credits are included in the calculation of both attempted and earned credits. Financial aid is available for the initial time a course is taken and one retake.

## Maximum Time Limit Requirement (Pace)

Students must complete their program in no more than 150% of the published length of the educational program. Part-time enrollment and summer enrollment counts in the maximum time frame calculation. At evaluation time if it is clear that a student cannot mathematically finish his program within the maximum time frame, he or she becomes ineligible for aid.

## Evaluation of Academic Progress

A financial aid recipient's satisfactory academic progress is evaluated after each trimester. Students meeting the SAP Policy will continue to receive aid.

## Financial Aid Warning

A student not meeting the cumulative GPA or the completion requirements will be placed on financial aid warning automatically for one term only during the next trimester of enrollment and is eligible to receive aid during the warning trimester. The student will receive a letter of financial aid warning. At the end of the warning trimester, the student must meet the SAP Policy to continue to receive aid. If a student does not meet the SAP Policy, he or she can submit an appeal to be considered for financial aid probation status.

## Financial Aid Suspension

Students who do not meet the cumulative GPA and completion rate requirements are no longer eligible for financial aid until they have taken classes, using their own funds, and have raised their cumulative GPA and completion rate to meet the above requirements. The student will receive a financial aid suspension letter. A student who has been suspended may appeal for

reinstatement of financial aid eligibility and must submit a written appeal with documentation by the first day of classes.

## Financial Aid Probation

The student who does not meet SAP, has used the Financial Aid Warning trimester, and has successfully appealed may continue to receive financial assistance during the financial aid probationary period. At the end of the financial aid probationary period, the student will:

- Be removed from the financial aid probationary status because both cumulative GPA and completion rate requirements are met; or
- Be suspended from receiving assistance from federal, state, and institutional sources and will receive a financial aid suspension letter.

## Appeal Procedure

A student has the right to appeal a suspension of financial aid once, based on extenuating circumstances, such as, but not limited to, illness, death of a family member, and natural disaster(s), etc.

- Appeals must be submitted in writing to the Financial Aid Appeal Committee using the *Satisfactory Academic Progress Appeal Form*. A student must make sure to put in details why he or she did not meet SAP and what has changed to allow him or her to meet SAP at the next evaluation period.
- Documentation verifying the special circumstances should be attached (for example: doctor's letter, third-party letter, etc.).
- An *Academic Progress Plan* is also required, and it must be reviewed and signed by the student and his or her academic advisor.

Once the Financial Aid Appeal Committee considers the appeal, notification of the decision will be sent to the student within two (2) weeks of the date the appeal was received or after the trimester final grades have been posted. If the appeal is granted, the student will receive aid for the financial aid probation trimester. At the end of that trimester and subsequent trimesters, the student's academic progress will be reviewed. If the conditions of the appeal are met, the student will continue to be eligible for aid. If the conditions of the appeal are not met, the student will no longer be eligible for financial aid until SAP is met.

## Financial Aid Refund Policies

A student who does not begin attending classes is not eligible for any type of financial aid. Aid is based on the number of credits for which a student is registered at the end of the drop/add period. Students who have withdrawn by this time will not receive any financial aid for that term.

When a student begins classes and subsequently withdraws, financial aid is subject to adjustment, depending on the withdrawal date and the type of financial aid (see Withdrawal Policy in the Academic Information section). The adjustment will involve a determination of how much of the student's financial aid was "earned" and how much was "unearned" or was excess aid. Earned financial aid will be retained in the student's account to apply to his or her charges. If a student received excess funds, Adventist University must return a portion of the excess equal to the lesser of (a) the institutional charges multiplied by the unearned percentage of the student's funds, or (b) the entire amount of the excess funds.

## Federal Aid

A student who receives federal aid (Unsubsidized Stafford Loan, or Graduate PLUS Loan), and withdraws during the first 60 % of the trimester or enrollment period will have his or her federal aid adjusted, based on the amount of time the student was enrolled. The amount of federal aid a student *earns* will be directly proportional to the percentage of time enrolled. The student who withdraws after the 60% period will be able to keep all of his or her federal financial aid.

For all programs offered in modules, a student is a withdrawal for Title IV purposes if the student ceases attendance at any point prior to the end of the term. A program is offered in modules if a course or courses in the program do not span the entire term. A student is not considered a withdrawal for Title IV purposes, if at the time of withdrawal the student confirms in writing that he or she is still attending a class or will attend a class that begins later in the term.

The unearned amount of federal aid will be returned to the source, using the following distribution priority:

1. Federal Direct Unsubsidized Stafford Loan
2. Federal Direct PLUS Loan
3. Other federal aid

If Adventist University is not required to return all of the unearned loan funds, the student must return the remaining amount. Any loan funds that the student has to return will be repaid according to the terms of the promissory note.

If a student withdraws from the University during a trimester and the total amount of federal funds the student earned is greater than the total amount disbursed, the student may be eligible to receive a post-withdrawal disbursement. For the post-withdrawal disbursement, the University can credit loans for tuition, fees, room and board (without authorization) and for other educational charges (with authorization from the student). Adventist University will send written notification to the student within 30 days of the date that the University determined that the student withdrew. Confirmation must be received before the funds can be credited to the account or directly disbursed. The written notification will:

1. Include the loan to be credited and the loan available as direct disbursement.
2. Explain that the student may accept or decline some or all of the post-withdrawal disbursement.

3. Explain the student's obligation to repay the loan.
4. Explain that no post-withdrawal disbursement will be made if the student has not responded within 14 days of the written notification date.

If the student responds to the University notice within 14 days and instructs Adventist University to make all or a portion of the post-withdrawal disbursement, the funds will be disbursed in the manner specified in the response within 120 days of the date that the University determined that the student withdrew. If the student does not respond to the University notice, no post-withdrawal disbursement will be credited to the account or disbursed directly.

## **Grants from Private Source Scholarships**

These types of aid will be handled in accordance with the policy of the sponsoring organization. Lacking specific guidance, the following applies:

- A student who does not begin attending classes will have his or her grant or scholarship returned to the sponsoring organization.
- A student who begins attending classes and withdraws will be allowed to retain the full amount of the grant or scholarship for the term.

If there is any question as to the intent of the grant or the scholarship, Adventist University will contact the organization for guidance.

## **Academic Transcript Request Policy for Student Loan Borrowers in Default**

Adventist University policy prevents the Registrar's Office from releasing official academic transcripts for borrowers who are in default on their Federal Direct Stafford (Subsidized/ Unsubsidized) Loans, GSL, or Federal Supplemental Loan for Students (SLS). Every request is handled on an individual basis until the loan default has been cleared. An academic transcript may be requested by students for educational or employment purposes when the request satisfies the following conditions:

### **Transcript for Educational Purposes**

1. The borrower must have made the necessary payments to the lending institution to bring the loan payment current, and
2. The borrower must have made six consecutive monthly payments as scheduled prior to release of the transcripts.
3. The transcript will be sent directly to the academic institution.
4. The provisions and conditions in No. 1 and No. 2 above must be attested to in writing by the lending institution or the guaranty agency handling the loan.
5. A copy of the letter described in No. 4 above confirming satisfactory status must be sent to the Financial Aid Office, together with a cover letter from the student requesting an



academic transcript. A confirmation letter is valid for the purposes of this policy for six months from its date.

## Transcript for Employment Purposes

1. The transcript is released for employment purposes only and is so stamped.
2. The transcript is sent directly to the prospective employer and may not be shared with any other party.
3. The borrower in default must contact his or her guaranty agency in writing to acknowledge his or her student loan debt and make an acceptable repayment commitment of a specified monthly amount.
4. A copy of the letter written to the borrower's lender or guaranty agency, as stated in item No. 3 above, must be sent to the Financial Aid Office, along with a cover letter from the student requesting an academic transcript.

Future requests for academic transcripts may be denied should a borrower not follow through on his or her commitment as stated in the letter to the lender or guaranty agency.

## Federal Loans

### Direct Unsubsidized Loans

#### Federal Direct Unsubsidized Loan

The Direct unsubsidized loan enables graduate students to borrow money directly from the government. The interest rates will change on the first of July each year and is based on the 10-Year Treasury Note Index plus an add-on percentage not to exceed 9.50%. The student must be enrolled at least half-time to receive the loan. The interest is the responsibility of the borrower. Students may pay the interest while they are in school, or they may have it capitalized (added to the principal balance of the loan). There is a six-month grace period from the time the student is no longer enrolled half-time until the student must start making payments. This loan is not based on need, and all financial aid cannot exceed the cost of attendance.

Eligibility for the Federal Direct Unsubsidized Loan is determined by the financial information provided by the student on the *FAFSA*. The terms, conditions, sample repayment schedules, and the necessity for repaying loans are available at [www.studentloans.gov](http://www.studentloans.gov). The Master Promissory Note (MPN) is available online at [www.studentloans.gov](http://www.studentloans.gov) and must be certified by the Financial Aid Office while the student is enrolled. The Master Promissory Note only needs to be completed **once** and you can borrow additional loans on a single MPN for up to ten years as long as there has been a disbursement on the loan within 12 months of the submission of the MPN.

Students requesting the Federal Direct Unsubsidized Loan for the first time at Adventist University of Health Sciences must complete a Graduate Entrance Loan Counseling session online at [www.studentloans.gov](http://www.studentloans.gov) before disbursement of student loans is made. Students withdrawing from school, drop to less than half-time enrollment, as well as those who graduate, must complete an Exit Loan Counseling session online at [www.studentloans.gov](http://www.studentloans.gov) in which important payback information concerning their loan is covered.

You will receive a disclosure statement from the Department of Education that will give you specific information about any loan that the school plans to disburse under your MPN, including the loan amount, fees, and the expected disbursement dates and amounts.

A student that borrows a loan will have the loan information sent to the National Student Loan Data System (NSLDS), and will be accessible by guaranty agencies, lenders, and schools determined to be authorized users of the data system.

To see when the dollars have been credited, the student may look online at [my.adu.edu](http://my.adu.edu), Student Account. You will also receive in writing each time Adventist University disburses part of your loan funds and will provide information about how to cancel all or part of your disbursement if you find you no longer need the funds.

## **Borrowing Limits**

The total amount a student may borrow in Direct Unsubsidized Loans may not exceed the annual loan limits or aggregate limits, which are specified in federal regulations. The annual limit is \$20,500.

## **Aggregate Limits**

The cumulative amount that a student can borrow through the years is called the aggregate limit. A student who exceeds the aggregate loan limit is ineligible to receive any Title IV funding. The graduate aggregate loan limit includes any loan amount borrowed during undergraduate study. The aggregate limit is \$138,500.

## **Federal Direct PLUS Loan for Graduate Students**

Graduate and professional students will be eligible to borrow under the Direct PLUS Loan program. The Graduate Direct PLUS Loan allows the graduate student to borrow up to the cost of attendance minus other estimated financial assistance. A student with an adverse credit history may be denied a Graduate Direct PLUS Loan. The interest rates will change on the first of July each year and is based on the 10-Year Treasury Note Index plus an add-on percentage not to exceed 10.50%. The student must be enrolled at least half time to receive the loan. The student receives an automatic in-school deferment while enrolled half-time or more.

Each year, the student must complete a *Graduate Direct PLUS Credit Decision Request* and the *Loan Request Form* which is on the *ADU Aid Application*. The terms, conditions, sample repayment schedules, and the necessity for repaying loans are available at [www.studentloans.gov](http://www.studentloans.gov). The student completes the Direct PLUS Master Promissory Note (MPN) only once. You can borrow additional loans on a single MPN for up to ten years as long as there was no endorser. The loan must be certified by the Financial Aid Office while the student is enrolled at least half-time.

You will receive a disclosure statement from the Department of Education that will give you specific information about any loan that the school plans to disburse under your MPN, including the loan's amount, fees, and the expected disbursement dates and amounts.

To see when the dollars have been credited, the student should look online at [My.adu.edu](http://My.adu.edu), Student Account. You will also receive in writing each time Adventist University disburses part of your loans funds and will provide information about how to cancel all or part of your disbursement if you find you no longer need the funds.

## **Federal Direct Loan Counseling**

In order to help prevent defaults, Adventist University of Health Sciences offers entrance and exit loan counseling to explain the rights and responsibilities of a student borrower. Students who have disputes or problems with their loans may contact the Student Financial Assistance Ombudsman for help at 1- 877- 557-2578 or <http://ombudsman.ed.gov> or Office of the Ombudsman, Student Financial Assistance, U.S. Department of Education, Rm. 3012, ROB #3, 7th and D Streets SW, Washington, DC 20202-5144. The procedures for Entrance and Exit Counseling are as follows:

### **Entrance Loan Counseling**

All students who are awarded the Federal Direct Unsubsidized Loan for the first time at Adventist University of Health Sciences are required by federal regulations to complete Graduate Entrance Loan Counseling prior to receiving any loan proceeds.

Students will be able to meet the requirement by doing Entrance Loan Counseling online at [www.studentloans.gov](http://www.studentloans.gov).

Items to be reviewed will include the following:

- Explanation of all sources of aid
- What effect the loan will have on the eligibility of the borrower for other forms of student aid
- Constraints on aid
- Explanation of the use of the Master Promissory Note (MPN)
- Terms and conditions of various loan programs

- Option of the borrower to pay the interest while in school on the Direct Unsubsidized Stafford Loans or the Direct PLUS loans
- Information on how interest accrues and is capitalized during periods when the interest is not paid by the borrower
- Definition of half-time enrollment and consequences of not maintaining half-time enrollment
- Importance of contacting the Financial Aid Office if the borrower withdraws prior to completing the program of study
- Example of monthly repayment schedule
- Loan repayment and options, financial planning, and consequences of delinquency and default
- Keeping the lender informed
- Deferment, forbearance, and cancellation conditions
- Information on the NSLDS and how the borrower may access his or her records
- Need for the student to retain all loan documentation
- Explanation of sale and servicing of loans
- Review of refund policy
- Review of Satisfactory Academic Progress policy.

## Exit Loan Counseling

All recipients of funds from the Federal Direct Unsubsidized Stafford Loan or the Federal Direct PLUS Loan for Graduate Students and who are graduating or who will no longer be enrolled at least half-time are required to complete Exit Loan Counseling. Students will need to complete exit loan counseling before receiving their diploma.

Students will be able to meet the requirement by doing Exit Loan Counseling online at [www.studentloans.gov](http://www.studentloans.gov).

Items to be reviewed will include the following:

- Loan repayment obligations and options
- Loan repayment plans
- Option to prepay loans or change repayment plans
- Deferment, forbearance, loan forgiveness, and cancellation conditions
- Information on consolidation
- General description of the types of tax benefits that might be available to borrowers
- Information on how borrowers can use NSLDS to get information on the status of their loans
- Average anticipated monthly repayment
- Debt management strategies
- Keeping the lender informed
- Loan terms and conditions
- Student rights and responsibilities
- Name and address of borrower's lender

- Consequences of delinquency and default.

Student will need to supply:

- Borrower's expected permanent address
- Name and address of expected employer
- Name and address of borrower's next of kin
- Borrower's driver's license number.

Students who fail to complete Exit Loan Counseling will be sent a letter to remind them to complete the counseling online. A record of this mailing will be retained in the student's file.

## **Adventist University of Health Sciences Scholarships**

The following scholarships are available to students who meet the criteria listed under each scholarship. To demonstrate financial need, students need to complete the *FAFSA* and the *ADU Endowed Scholarship Application* by the indicated deadlines available from the Financial Aid Office. The *ADU Endowed Scholarship Applications* are available in November to apply for the scholarships for the following award year.

### **Amelia Roeder Scholarship**

This scholarship is for students who achieve a minimum cumulative GPA of 2.75, demonstrate financial need, have been accepted into a degree program, and have a commitment to the healing professions.

### **Don and Helen Bradley Scholarship**

This scholarship is for students who achieve a minimum cumulative GPA of 2.75 and are in their second or more years of a nursing program. The scholarship is for tuition, books, and uniforms as required.

### **Emily Reeves Tremml Scholarship**

This scholarship is for single mothers who have young children under six years of age for whom the applicant is legally responsible. The applicant must have a minimum cumulative GPA of 3.20 and demonstrate financial need.

### **Frances and William J. Green Trust Scholarship**

This scholarship is for students who are academically qualified, demonstrate financial need, and demonstrate commitment to the nursing profession.

## **Independence for Life Scholarship**

This scholarship is for Occupational Therapy students who have a minimum cumulative GPA of 3.00, have financial need, and show how this scholarship will contribute to their independence in life.

## **Jean W. Iles Scholarship**

This scholarship is for students who are academically qualified, demonstrate a commitment to the healing professions, and have financial need. Students who have a desire to attend Adventist University of Health Sciences and then transfer to Southern Adventist University are also eligible.

## **Joseph L. Riley M.D. Scholarship**

This scholarship is for students who are academically qualified, demonstrate financial need, admitted to the Certified Nurse Anesthesia program and demonstrate caring and altruism through service as a volunteer either through local programs or through international mission service.

## **Robert T. Hoover MD Memorial Scholarship**

This scholarship is for students who are enrolled, are academically qualified, demonstrate financial need, and are enrolled in a program that involves direct patient care.

## **Saliba Family Scholarship**

This scholarship is for students who achieve a minimum cumulative GPA of 2.50, demonstrate financial need, work to support themselves without parental or family support. This scholarship may be given to international students.

## **Winter Park Memorial Hospital Auxiliary Scholarship**

This scholarship is for highly motivated students from Orange or Seminole county that are U.S. citizens, have a desire to serve in the healing professions, have a minimum cumulative GPA of 2.75, and demonstrate financial need.

## **Veteran's Certification**

## Admission to the University

Veterans of military service (and in some cases their spouses and specified dependents) may qualify for federal aid for educational programs. Those in graduate programs at Adventist University of Health Sciences wishing to apply for such aid should prepare the following documents:

1. Complete *Form 22-190 Application for Education Assistance*. (Those who have previously been accepted for such benefits should complete *Form-1995 Request for Change of Program or Place of Training*.)
2. Have a copy of honorable discharge papers.
3. Complete the *ADU Veteran's Responsibilities and Certification for Benefits Form*.
4. Complete the *ADU Statement of Understanding Form* - stating you understand these procedures.
5. The following steps may be completed before or simultaneously with those in 1-4 above.
  - Complete an application to a graduate program at Adventist University and provide the documentation thereof. Be sure to consult both the general admission requirements in this Catalog and specific prerequisites for the program you seek.
  - Submit the above documents to the Admissions Office and the Financial Aid office as indicated on the forms.

Applicants should receive timely notice regarding their applications for admission and/or financial aid. In case of delay in this notice, the applicant should contact the Financial Aid office directly. Students receiving financial aid as military veterans should become familiar with the Rights and Responsibilities of all Financial Aid recipients as stated in this *Academic Catalog*. It is especially important that they understand the necessity of making satisfactory academic progress as they continue their study.

## Satisfactory Progress

Veterans and other persons eligible to receive VA educational benefits must be aware of current policies that apply.

Satisfactory progress must be maintained according to the Satisfactory Academic Progress (SAP) standards for Financial Aid Recipients. Veteran students enrolled in a program must meet the academic standards within that professional program. When a student is not eligible to receive financial aid because of not making SAP or not meeting that professional program's academic standards, a request for termination of benefits will be forwarded to the appropriate VA regional office. Once students have raised their cumulative grade point average to the minimum and have successfully completed the required number of credits attempted, they will be recertified for Veteran's Benefits.

Appeal procedures for a student receiving VA benefits are the same as those found under the Satisfactory Academic Progress Policy for financial aid recipients.

Certification will not be made for any course taken which does not directly apply to the program authorized by the VA.

The following are of specific concern to those students who desire VA Enrollment Certification:

- Students pursuing an M.S. degree in Nurse Anesthesia must achieve a minimum grade of "B" (3.00) in each course. Students must also achieve a minimum cumulative GPA of 3.00.
- Students pursuing a Master's degree in Occupational Therapy must achieve a minimum grade of "B" (3.00) in each course. Students must also achieve a minimum cumulative GPA of 3.00.
- Students pursuing an M.S. degree in Healthcare Administration must achieve a minimum grade of "B-" (2.70) on all scheduled program courses.

## **VA Refund Policy**

All students follow the same guidelines regarding the refund policy at Adventist University of Health Sciences (see Refund Policy in the Financial Information section).

## **Previous Training**

Credit for previous training will be evaluated and granted, if appropriate, with training time shortened and tuition reduced proportionately. The U.S. Department of Veterans' Affairs and the students are notified of the decision.

## **Department of Healthcare Administration**

### **Department of Healthcare Administration**

**Department Chair:** Benita David

**Faculty:** Radhames Lizardo

### **Mission Statement**

Consistent with the mission of the University, the Master of Health Administration (MHA) program at Adventist University of Health Sciences provides a Christian environment which



instills students with a desire to embrace healthcare leadership as a ministry while focusing on management skills, self-development, critical thinking, and life-long learning.

## Licensure and Accreditation

For information regarding Adventist University of Health Sciences' regional and church accreditation, see General Information section of this *Graduate Academic Bulletin*.

## Health Administration, M.H.A

- Curriculum

## Program Description

The Master of Healthcare Administration is a two-year program that develops leaders who possess the values, knowledge, and skills needed to work in a highly-competitive, market-driven environment. Students will learn about the management of healthcare from experienced administrators. They will also learn to conceptualize, analyze, and apply vital concepts when dealing with multifaceted healthcare administrative issues. All classes are offered in the evening and one Sunday per course to accommodate the working professional.

## Policies

Applicants with less than two years of experience in healthcare who are admitted to the program will be required to complete a three-credit residency during the final trimester of the program.

## Mental and Physical Requirements

Applicants seeking admission to the Master's degree in the Healthcare Administration program must:

- Be able to speak in a clear and concise manner.
- Have communication abilities sufficient to interact professionally with others in verbal and written form.
- Possess critical thinking skills sufficient to think clearly and act appropriately in stressful situations.
- Possess interpersonal skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds.

# Admission Requirements

Applicants to the Healthcare Administration program must:

1. Submit an application online and nonrefundable \$100 application fee.
2. Present evidence of a Bachelor's degree from a regionally accredited institution.
3. Present current official transcripts from all undergraduate and/or graduate institutions attended. Admission GPAs will be calculated based on credits and grades from regionally accredited institutions only. Transcripts must be mailed or delivered electronically to the Office of Enrollment Services from each institution attended. Transcripts will be considered official only when received directly from the institution and not hand-delivered by the applicant or faxed by the institution attended. Failure to disclose all colleges previously attended could result in denial or dismissal. Additionally, transcripts from institutions outside the United States must be evaluated by World Education Services (WES). This is the only company from which we accept transcript evaluations.
4. Present official transcripts for each College Level Examination Program (CLEP), Advanced Placement (AP), and/or International Baccalaureate (IB) examination taken only if the applicant would like them to be considered for fulfillment of prerequisite requirements. CLEP scores reported on an official college transcript are also acceptable for this requirement.
5. Present a minimum undergraduate cumulative grade point average of 3.00 on a 4.00 scale.
6. Submit the MHA Prerequisite Eligibility Form.
7. Present an official copy of a satisfactory score on the GRE or the GMAT taken within the last 5 years. GRE or GMAT scores on college transcripts are also acceptable. Applicants are exempt from providing GRE or GMAT scores by presenting proof of a previously earned master's degree.
8. Present an updated résumé. Two years of professional experience in healthcare are preferred. Applicants with less than two years of experience in healthcare who are admitted to the program will be required to complete a three-credit residency during the final trimester of the program.
9. Provide an essay or goal statement outlining career goals, reasons for choosing to attend a faith-based institution, and reasons for specifically choosing Adventist University of Health Sciences.
10. Provide three recommendations using ADU Recommendation Forms. Two recommendations should be from professional references and one from an academic reference.
11. Present the following undergraduate courses either as having been completed in the applicant's undergraduate program or taken post-baccalaureate but prior to admission to the MHA program:
  - a. Accounting I
  - b. Finance
  - c. Microeconomics

- d. Macroeconomics
- e. Elementary Statistics

12. Successfully complete the personal interview process. (See below.)

Applicants are reminded that, due to the competitive nature of the admission process, meeting the minimum standards for admission does not guarantee admission to the program. After the initial screening of the applications, some applicants will be invited to campus for a personal interview (see requirement above).

Each applicant accepted to an on-campus professional program is expected to pay a nonrefundable deposit of \$500 to reserve his or her place in the program. The applicant's acceptance letter will contain a deposit amount and deadline indicating when the deposit must be received by the University. Once the student enrolls in the program, this deposit will be applied toward the student's account. Students who have paid the deposit, but decide not to enroll in the program, will forfeit the deposit. If that student is admitted to the same program at a later date, he or she will be required to pay the full deposit amount again. If an applicant is admitted to a program with prerequisites in progress and becomes ineligible for admission due to his or her grades, a full refund will be provided. A professional program deposit is not transferable to another department. Distance Education students are not required to pay a program deposit.

Note: Competency in computer skills is assumed.

## Reapplication Process

Applicants who are not admitted to the Master's in Healthcare Administration program during a specific admission cycle may reapply to the program for the next admission cycle as long as they have successfully met the minimum admission requirements. Reapplicants are expected to meet the published admission deadlines by submitting the following additional information to the Office of Enrollment Services.

1. Submit an application online with a non-refundable \$50 reactivation fee.
2. Updated official transcripts from any accredited institutions attended since the original application was submitted.
3. Provide an updated resume.

## Progression

Complete all scheduled program courses with a grade of B- (2.70) or better on a 4.00 grade point scale.

## Completion

Adventist University of Health Sciences will consider students for graduation with a Master's in Healthcare Administration when they have:

1. Met the general requirements for the Master's in Healthcare Administration degree.
2. Completed all required courses in the Master's in Healthcare Administration curriculum with grades of "B-" (2.70) or better.
3. Completed all required courses in the Master's in Healthcare Administration curriculum within 72 months of their acceptance into the program.
4. Completed an acceptable Capstone Project.
5. Completed internship if required.

## Curriculum

- ACCT 520 - Managerial Accounting for Healthcare (3)
- ECON 550 - Economics of Healthcare (3)
- FNCE 521 - Healthcare Financial Management (3)
- HTCA 554 - Leadership and Organizational Behavior (3)
- HTCA 503 - Information Systems Management for Healthcare (3)
- HTCA 640 - Managerial Epidemiology (3)
- HTCA 630 - Quality Management and Patient Safety (3)
- HTCA 605 - Health Insurance, Managed Care and Reimbursement (3)
- HTCA 613 - Healthcare Systems and Operations Management (3)
- HTCA 680 - Strategic Planning and Management (3)
- HTCA 543 - Ethical and Legal Issues in Healthcare (3)
- HTCA 653 - Healthcare Policy and Politics (3)
- HTCA 690 - Healthcare Administration Capstone (3)
- HTCA 695 - Residency (3)
- HTCA 699 - Thesis (3)
- HTCA 585 - Human Resources Management (3)
- MKTG 520 - Marketing and Planning in Healthcare (3)
- RELP 610 - Role Fidelity and the Exercise of Power (1)
- STAT 515 - Scientific Inquiry and Research (3)

*\*Note: Classes meet in the evenings plus one Sunday per 7-week course.*

## Program Sequence

### Year 1 - Trimester 1

- HTCA 554 - Leadership and Organizational Behavior (3)
- STAT 515 - Scientific Inquiry and Research (3)

Total: 8 Credit Hours

## **Year 1 - Trimester 2**

- ACCT 520 - Managerial Accounting for Healthcare (3)
- HTCA 543 - Ethical and Legal Issues in Healthcare (3)
- HTCA 613 - Healthcare Systems and Operations Management (3)

Total: 9 Credit Hours

## **Year 1 - Trimester 3**

- FNCE 521 - Healthcare Financial Management (3)
- HTCA 605 - Health Insurance, Managed Care and Reimbursement (3)
- MKTG 520 - Marketing and Planning in Healthcare (3)

Total: 9 Credit Hours

## **Year 2 - Trimester 4**

- HTCA 585 - Human Resources Management (3)
- HTCA 640 - Managerial Epidemiology (3)
- ECON 550 - Economics of Healthcare (3)

Total: 9 Credit Hours

## **Year 2 - Trimester 5**

- HTCA 630 - Quality Management and Patient Safety (3)
- HTCA 503 - Information Systems Management for Healthcare (3)
- HTCA 653 - Healthcare Policy and Politics (3)

Total: 9 Credit Hours

## **Year 2 - Trimester 6**

- RELP 610 - Role Fidelity and the Exercise of Power (1)
- HTCA 680 - Strategic Planning and Management (3)
- HTCA 690 - Healthcare Administration Capstone (3)
- HTCA 695 - Residency (3) <sup>1</sup>

Total: 7-10 Credit Hours

<sup>1</sup> Required for those without two+ years healthcare administration experience.

# Department of Nurse Anesthesia

**Department Chair:** Alescia L. De Vasher Bethea

**Faculty:** Manuel Tolosa

## Mission Statement

In congruence with, and in addition to, the stated mission of Adventist University of Health Sciences, the mission of the Nurse Anesthesia Program is to:

- Prepare graduates for nursing anesthesia practice in culturally diverse populations in a variety of practice settings.
- Maintain a quality program which meets accreditation standards.
- Prepare graduates to attain certification in nurse anesthesia.
- Promote professional socialization.
- Help graduates integrate research findings into their practice.
- Develop leaders who will practice healthcare as ministry.
- Provide a foundation for doctoral study.

## Licensure and Accreditation

Adventist University of Health Sciences is regionally accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, as well as the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities. (See Accrediting Bodies in the General Information section of the ADU Graduate Academic Bulletin.)

The Adventist University of Health Sciences Nurse Anesthesia Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 222 South Prospect Avenue, Park Ridge, Illinois 60068; phone: 847-655-1160. The COA website is as follows: <http://home.coa.us.com/accredited-programs/Pages/default.aspx>. The program's next review by the COA is scheduled for Spring 2019. The COA is a specialized accrediting body recognized by the Council on Higher Education Accreditation (CHEA) and the U.S. Department of Education.

## Program Description

The Nurse Anesthesia Program (NAP) consists of 80 graduate semester hours, leading to the Master of Science in Nurse Anesthesia (MSNA) degree. The curriculum integrates health sciences with nursing sciences to prepare students as advanced practitioners in nurse anesthesia who can integrate research findings into their practice. Students are prepared to assume leadership roles in anesthesia and provide anesthesia care to patients in a variety of settings including medically underserved areas. Graduates are eligible for certification as

Certified Registered Nurse Anesthetists (CRNAs) and state licensure as Advanced Practice Registered Nurses (APRNs), where required.

The NAP is a 28-month course of continuous study. Students do not follow the traditional trimester format upon entering the anesthesia practicum sessions of the curriculum. To provide students with necessary clinical hours to accomplish course and clinical objectives and comply with the required numbers and types of anesthesia cases by the COA, each session is continuous with the next session (block format), without traditional academic / semester breaks, with vacation and holidays appropriately dispersed to and scheduled with students on an individual basis, throughout the remainder of the program. The program is planned so that academic credit is allotted for clinical experience time that includes clinical conferences. Dates for registration, dropping courses without penalty, and student health requirements are contained in the *ADU Graduate Academic Bulletin* or *NAP Student Handbook Supplement*.

## Policies

The policies and procedures for the Master of Science in Nurse Anesthesia (MSNA) degree are contained in the NAP Student Handbook Supplement. By accepting admission as a student in the NAP, each applicant agrees to abide by the policies as outlined in the NAP Student Handbook Supplement. The policies which are most pertinent to applicants are also included here.

## Health Insurance

All students who will participate in a clinical environment are required to carry health insurance upon admission into the program, and must maintain this insurance for the duration of the program.

## Mental and Physical Requirements

Applicants seeking admission to the Nurse Anesthesia Program must:

- Have sufficient visual acuity to observe and assess a patient, to discriminate color and depth, to read and accurately complete reports and to visualize diagnostic/monitoring equipment in dim light.
- Have sufficient hearing to monitor and assess patient health needs, to monitor various equipment and background sounds, and to communicate by telephone.
- Be able to speak English in a clear and concise manner.
- Have English communication abilities sufficient to interact professionally with others in verbal and written form, and have reading skills appropriate to understand patient charts, reports, and orders.
- Be able to lift patients to accomplish bed/chair/stretchers transfer.
- Be able to stand and walk without difficulty and be able to push a gurney or wheelchair.

- Be able to stand and/or sit for an extended period of time.
- Be able to perform fine and gross motor skills with both hands.
- Possess critical thinking skills sufficient to think clearly and act appropriately in stressful situations.
- Possess interpersonal skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
- Have mobility sufficient to move from room to room and maneuver in small spaces
- Have tactile ability sufficient to perform palpation functions of physical examination and/or those related to therapeutic intervention

## **Transfer of Graduate Credit**

No transfer credit from other institutions will be accepted toward the graduate program of study in nurse anesthesia. Additionally, no auditing of graduate coursework is permitted.

## **Program Transfer**

No transfer credit from other institutions will be accepted toward the graduate program of study in nurse anesthesia. Therefore, individuals who have previously been enrolled in another regionally accredited and COA-accredited nurse anesthesia educational program may be considered for initial application to the ADU NAP, but will not be considered for transfer admission. Applicants desiring admission to the ADU NAP must meet admission requirements published in the current ADU Graduate Academic Bulletin, to include the pre-admission interview during the routine annual applicant interview cycle.

## **Non-Discriminatory Policy**

The nurse anesthesia program treats all individuals, including applicants, without regard to race, color, religion, age, gender, national origin, marital status, disability, sexual orientation, or any factor protected by law.

## **Academic Integrity**

Nurse anesthesia students are to adhere to the ADU policy on academic integrity published in the ADU Graduate Academic Bulletin. Students are expected to exhibit high levels of integrity in all activities. ADU reserves the right to deny admission to or remove students from the University or any academic program if they have a record of misconduct or demonstrate behavior that would jeopardize their professional performance. Students are responsible for being familiar with this policy and abiding by it.



# Computer Requirements

At their own cost, students are required to purchase a laptop computer that supports internet access, e-mail capabilities, Microsoft Office (Word, PowerPoint, Excel) and Adobe Acrobat, and complies with the required ADU specifications. Course syllabi, schedules, clinical assignments, and other important course materials will be housed in the Canvas learning platform and sent electronically. The laptop must contain required software and an Ethernet card so that students may obtain access to the internet (and hence, email communications from the NAP, Canvas learning platform, Horizon Wimba, and Typhon records) while away from the main campus. Additionally, students will be issued and charged for a software bundle that includes Typhon, Virtual Anesthesia Machine (UF) and Procedures Consult (Elsevier). The content and cost of the software bundle is subject to change, and the cost is the responsibility of the student.

Checking ADU email and electronic communications and announcements, at least daily, is the student's responsibility. Students should immediately report problems with their laptop, student email account, Canvas learning platform, Wimba, or Typhon record-keeping system to the NAP.

Students must bring their laptops to all didactic classes, as instructional units such as quizzes, tests, and class activities require computer access. It is the student's responsibility to know how to operate and to maintain his/her computer in functioning order. Test, quiz, or assignment schedules and scores will not be adjusted due to computers not brought to the class site or maintained in working condition.

# Working Outside of the Program

Students must be prepared to devote full time energies to their nurse anesthesia studies. Personal responsibilities must be managed to minimize distractions and stress so that the student may concentrate on the demanding responsibilities in the NAP. Part-time work as an RN is extremely difficult to maintain while attempting to meet the demands of the program. Thus, students are strongly discouraged from seeking outside employment. If a student chooses to work, he or she may work only as long as:

- The student's academic and clinical performance is satisfactory, and
- The student is not employed during the 10 hours prior to any class or clinical assignment.

# Admission Requirements

**An applicant's file should be complete and contain the official required documents by the March 1 deadline to be eligible for consideration for an invitation to interview for a position in the cohort to begin the program in January of the following year.** Completed application files are reviewed by the NAP Admission Committee, which then extends invitations for an interview to the most qualified individuals. Due to the competitive nature of the NAP

admission process, applicants should understand that submitting a complete file or meeting the minimum admission requirements does not guarantee an invitation to interview or acceptance/admission to the NAP.

## Initial Nurse Anesthesia Application

**Prior to an admission interview**, applicants to the Nurse Anesthesia Program (NAP) must:

1. Submit an application online and the non-refundable \$100 application fee, which is only applicable for the annual application cycle in which it is submitted.
2. Submit evidence of a Bachelor of Science degree in Nursing or a Bachelor's degree in another appropriate related major from a regionally accredited institution. (If an applicant is currently enrolled at a regionally accredited institution and is scheduled to complete a Bachelor's degree prior to the anticipated enrollment at ADU's NAP, he or she must provide a current transcript prior to an admission interview, and then provide a final official transcript upon completion of the Bachelor's degree and prior to enrollment.)
3. Submit current official transcripts from all undergraduate and/or graduate institutions attended, in accordance with the guidelines in the current ADU Graduate Academic Bulletin. Admission GPAs will be calculated based on credits and grades from regionally accredited institutions only. Transcripts must be mailed or delivered electronically to the Office of Enrollment Services from each institution attended. Transcripts will be considered official only when received directly from the institution and not hand-delivered by the applicant or faxed by the institution attended. Failure to disclose all colleges or universities previously attended could result in denial or dismissal. Additionally, transcripts from institutions outside the United States must be evaluated by World Education Services (WES), which is the only ADU-approved foreign credential evaluation company (refer to ADU Graduate Academic Bulletin). (If an applicant is currently enrolled in any course at a regionally accredited institution at which he or she has previously taken any other courses, he or she must provide an updated transcript prior to an admission interview, and then provide an official transcript upon completion of the course and prior to enrollment.)
4. Present a minimum cumulative grade point average, inclusive of both undergraduate and graduate coursework, of 3.00 on a 4.00 scale.
5. Submit an official copy of a satisfactory score on the Graduate Record Examination (GRE) taken within the last 5 years. GRE scores on official college transcripts are also acceptable. The GRE requirement may be waived for applicants who have earned a prior graduate degree from a regionally accredited educational institution. The MAT is not accepted.
6. Submit a current, unrestricted license to practice as a professional registered nurse issued through one of the states of the United States. If that RN license is not issued through Florida, the applicant must be eligible for Florida registered nurse licensure.
7. Complete a minimum of one year of recent critical care nursing experience. [Preferred: Two or more years of recent intensive critical care nursing experience; at least a portion of this experience is with the adult patient population]. Critical care experience is defined

by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) as follows:

Critical care experience must be obtained in a critical care area within the United States, its territories, or a US military hospital outside of the US. During this experience, the registered professional nurse has developed critical decision making and psychomotor skills, competency in patient assessment, and the ability to use and interpret advanced monitoring techniques. A critical care area is defined as one where, on a routine basis, the registered professional nurse manages one or more of the following: invasive hemodynamic monitors (such as pulmonary artery catheter, CVP, arterial); cardiac assist devices; mechanical ventilation; and vasoactive infusions [such as norepinephrine, epinephrine, vasopressin, dobutamine, nicardipine, and nitroglycerin]. Examples of critical care units may include but are not limited to: Surgical Intensive Care, Cardiothoracic Intensive Care, Coronary Intensive Care, Medical Intensive Care, Pediatric Intensive Care, and Neonatal Intensive Care. Those who have experience in other areas may be considered, provided they can demonstrate competence with managing unstable patients, invasive monitoring, ventilators, and critical care pharmacology.

8. Submit current Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) certification through the American Heart Association.
9. Meet the mental and physical requirements for the NAP, as follows:
  - Have sufficient visual acuity to observe and assess a patient, to discriminate color and depth, to read and accurately complete reports, and to visualize diagnostic/monitoring equipment in dim light.
  - Have sufficient hearing to monitor and assess patient health needs, to monitor various equipment and background sounds, and to communicate by telephone.
  - Be able to speak English in a clear and concise manner.
  - Have English communication abilities sufficient to interact professionally with others in verbal and written form, and have reading skills appropriate to understand patient charts, reports, and orders.
  - Be able to lift patients to accomplish bed/chair/stretchers transfer.
  - Be able to stand and walk without difficulty and be able to push a gurney or wheelchair.
  - Be able to stand and/or sit for an extended period of time.
  - Be able to perform fine and gross motor skills with both hands.
  - Possess critical thinking skills sufficient to think clearly and act appropriately in stressful situations.
  - Possess interpersonal skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
  - Have mobility sufficient to move from room to room and maneuver in small spaces.
  - Have tactile ability sufficient to perform palpation functions of physical examination and/or those related to therapeutic intervention.
10. Submit a current professional resume.
11. Submit the completed *ADU NAP Practice Survey* form.
12. Submit the completed *ADU MSNA Graduate Questionnaire* form.

13. Submit an essay or goal statement outlining reasons for choosing to become a nurse anesthetist, reasons for choosing to attend a faith-based institution, and why you have specifically chosen Adventist University of Health Sciences.
14. Provide three recommendations using the *ADU Recommendation Forms*. One recommendation must be from a licensed CRNA that the applicant has shadowed. Recommendations from friends or family members are not accepted. Completed recommendation forms should be submitted directly from the individual providing the recommendation and not from the applicant. (*Recommendation forms are only effective for the annual application cycle in which they are submitted. Re-applicants must submit new, current reference letters.*)
15. Provide evidence of English language proficiency for applicants whose native/primary language is not English or who have completed their undergraduate education from a non-English speaking school (see English Language Proficiency section in the current *ADU Graduate Academic Bulletin*).

## Admission Interview

Prior to a determination regarding acceptance, there will be a brief (10-15 minute) personal interview with the NAP Admissions Committee (6-10 members present). The committee members consist of NAP faculty, clinical anesthesia providers (Anesthesiologist and CRNA), and ADU didactic faculty. The primary requirement for admission into the NAP is the applicant's ability, as appraised by the NAP Admission Committee, to successfully complete the 28-month curriculum. Applicants should have strong academic records as evidenced by their cumulative grade point average and GRE scores, their demonstrated consistency of academic performance, and strong clinical experience. The committee is interested in determining the candidates' base knowledge of physiology, invasive monitors, care of ventilated patients, and their knowledge of the drugs they commonly administer in ICU. A firm and clear commitment to the nurse anesthesia profession and to fulfilling the missions of ADU and the NAP are additional criteria which are assessed through the interview process and the personal essay. Qualities such as maturity and effective interpersonal relationships, as determined from the letters of recommendation and the interview, are also important admission criteria. Each member of the NAP Admissions Committee is given the responsibility to vote conscientiously after each applicant's interview. Scores are collected immediately following the interview. Justification by the NAP Admission Committee for acceptance or rejection of a candidate is not required nor noted in the applicant's file. All applicants should dress in professional attire for the interview with the NAP Admission Committee. All applicants who are offered letters of acceptance must successfully complete the interview process. (Interviews are by invitation only.)

## Admitted NAP Student Requirements

**After applicants have interviewed, been accepted, and reserved their positions in the NAP, and prior to enrollment in the NAP, all accepted applicants must:**

1. Continue to meet the mental and physical requirements as listed in the *Initial NAP Application Admission Requirements*.
2. Submit evidence of a Bachelor of Science degree in Nursing, or a Bachelor's degree in another appropriate related major, from a regionally accredited institution, if final official transcript had not been previously available, due to the following rationale noted in italics. *(If an applicant is currently enrolled at a regionally accredited institution and is scheduled to complete a Bachelor's degree prior to the anticipated enrollment at ADU's NAP, he or she must provide an official transcript to date prior to an admission interview, and then provide another official transcript upon completion of the Bachelor's degree and prior to enrollment at ADU's NAP.)*
3. Submit current official transcripts from all undergraduate and/or graduate institutions attended, in accordance with the guidelines in the current *ADU Graduate Academic Bulletin*, if final official transcript had not been previously available, due to the rationale noted here in italics. Admission GPAs will be calculated, based on credits and grades from regionally accredited institutions only. Transcripts must be mailed or delivered electronically to the Office of Enrollment Services from each institution attended. Transcripts will be considered official only when received directly from the institution and not hand-delivered by the applicant or faxed by the institution attended. Additionally, transcripts from institutions outside the United States must be evaluated by WES, the ADU-approved foreign credential evaluation company (refer to ADU Graduate Academic Bulletin). *(If an applicant is currently enrolled in any course at a regionally accredited institution at which he or she has previously taken any other courses, he or she must provide an official transcript to date prior to an admission interview, and then provide another official transcript upon completion of the course and prior to enrollment at ADU's NAP.)*
4. Submit a current, unrestricted Florida license to practice as a registered nurse. (This requirement specifically for an RN license through the state of Florida may be deferred until notification of acceptance to the NAP but must be fulfilled before enrollment to the NAP.)
5. Pass satisfactory criminal background checks, as required by the ADU NAP.
6. Provide evidence of satisfactory health and immunization requirements. ADU and many clinical sites require students to be currently immunized prior to entry into the clinical area. In accordance with the ADU policy on "Health and Immunizations", students are required to present verification of vaccinations or immunity titers as follows:
  - Hepatitis B (3 vaccines)  
Proof of immunity to Hepatitis B or documentation that the Hepatitis B vaccine immunization series has begun is also required prior to registration.
  - Influenza (annually)
  - Measles-Mumps-Rubella (MMR)
  - Varicella (adequate titer, 2 vaccines, laboratory proof, letter from diagnosing physician, or medical record history of having chicken pox)
  - Tetanus/Diphtheria/Pertussis (Tdap) immunization (within 10 years)
  - Tuberculosis (TB) screening test (within 60 days of enrollment & annually)  
If test is positive, refer to the guidelines provided in the "Communicable Disease Policy" in the *ADU Student Handbook*.

These are not performed by ADU and must be performed by a private provider. Furthermore, if and when ADU or clinical affiliate sites mandate additional health tests or immunizations, students are also required to comply with these.

## Non-refundable Deposit

After an admission interview and upon notification of acceptance to the NAP, each applicant to the Nurse Anesthesia Program must pay a non-refundable deposit of \$500.00 to reserve his or her place in the program. The applicant's acceptance letter will contain a deposit amount and deadline indicating when the deposit must be received by the University. Once the applicant enrolls in the program, this deposit will be applied toward the student's account. Applicants who have paid the deposit, but decide not to enroll in the NAP, will forfeit the deposit. If that applicant is admitted to the NAP at a later date, he or she will be required to pay the full deposit amount again.

## Reapplication Process

All re-applicants must have met the Initial NAP Application Requirements (#1-15) listed above. Re-applicants include individuals who submitted a NAP application in a previous annual application cycle but who were not invited to interview, or who were interviewed but were not accepted, or who were interviewed and accepted but did not enroll in the NAP. Additionally, individuals who are previously enrolled in the ADU NAP but withdrew or were withdrawn from the NAP for any reason must also follow the re-application process described here.

1. Submit a new current application online and the non-refundable \$100 reactivation fee, which is only applicable for the annual application cycle in which it is submitted.
2. Submit updated official transcripts from any regionally accredited higher education institutions attended since the original application was submitted.
3. Submit an updated professional resume.
4. Submit a new ADU NAP Practice Survey form, reflecting current practice.
5. Submit a new ADU MSNA Graduate Questionnaire form.
6. Provide three new recommendations using *ADU Recommendation Forms*. One recommendation must be from a licensed CRNA that the applicant has shadowed. Recommendations from friends or family members are not accepted. Completed recommendation from should be submitted directly from the individual providing the recommendation and not from the applicant. (Recommendation forms are only effective for the annual application cycle in which they are submitted. Re-applicants must submit new, current reference letters.)

## Progression

The NAP is a continuous course of study, 28-month "block" program. Students may progress toward the MSNA degree when they have:

- Completed all scheduled professional nurse anesthesia courses with a grade of 3.00 ("B") or better on a 4.00 grade point scale.
- Completed all scheduled cognate courses with an average grade of 3.00 or better on a 4.00 grade point scale, including no more than one cognate course with a grade between 2.00 and 3.00 on a 4.00 grade point scale.

## **Academic Failure/Dismissal**

Academic failure occurs when a student: a) does not achieve the requisite grade of "B" in nurse anesthesia course work, b) does not achieve an overall GPA of 3.0 in graduate coursework, c) earns more than one "C" in a cognate course, or d) earns a course grade lower than a "C" in any cognate course. Retake or make-up tests for failing grades may be given at the discretion of the course coordinator. Retake or make-up tests for failures in nurse anesthesia principles courses (MSNA530, MSNA531, MSNA532, MSNA533, MSNA534, MSNA635, MSNA636, and MSNA637) are not allowed. Students experiencing academic failure are required to withdraw from all coursework in the nurse anesthesia program and complete out-processing paperwork.

## **Readmission after Academic Failure/Dismissal**

If an individual who has previously been dismissed from the ADU NAP due to academic failure desires to return to the nurse anesthesia program, he or she must re-apply during the normal application cycle for the next available cohort. Should a vacancy occur in the program which is compatible with matriculation of the failed student, the NAP may extend an invitation for reapplication to the program. Individuals/ applicants must submit required admission paperwork and fees. An invitation for reapplication does not signify acceptance into the program. A previously dismissed former student desiring to be considered for reapplication should submit a letter of intent to Enrollment Services. If an individual is accepted into the program again, at the time of readmission, NAP faculty will design an individualized course of study for the readmitted student, which may include repeating coursework successfully completed previously and directed study classes.

### NOTE:

Prior acceptance to Graduate General Studies and/or taking graduate courses at ADU does not alter the admission requirements for the Nurse Anesthesia Program. Even if one has previously been accepted to Graduate General Studies and/or taken graduate courses at ADU, he or she must still complete the entire NAP application process. Furthermore, prior acceptance to Graduate General Studies and/or taking graduate courses at ADU does not guarantee an invitation to interview or acceptance/admission to the NAP.

# Completion/Graduation Requirements

Students will be recommended for graduation from ADU and eligibility for the National Certification Examination (through the National Board on Certification and Recertification of CRNAs (NBCRNA)) when they:

1. Meet all the requirements of ADU and the NAP for the Master of Science in Nurse Anesthesia (MSNA) degree, including completing any extended time due to schedule changes in conjunction with a Clinical Performance Contract or penalties incurred in the program, as assigned by the NAP.
2. Meet all the requirements of the accrediting/approval bodies for licensure and certification.
3. Administer all required numbers for each category of cases and clinical experiences.
4. Complete all nurse anesthesia courses with a grade of "B" or better.
5. Complete the overall sequence of courses with a grade point average of 3.0 or better.
6. Complete cognate courses with a grade of "B" or better. Complete no more than one cognate course with a grade of "C."
7. Complete all practicum courses with a "Pass."
8. Complete the requirements of the NAP Capstone Project and professional portfolio.
9. Possess current ACLS, BLS, and PALS certification.
10. Possess current, unrestricted Florida RN licensure.
11. Complete all required coursework within 40 months from first date of entrance into the nurse anesthesia program.

## Curriculum

Students must complete the following courses prior to graduation. The NAP is seven (7) trimesters, or 28 months, of full-time, year-round, continuous course of study. Please refer to the legend below when reviewing the program curriculum.

## Legend

1st digit, course didactic hours	3rd digit, course clinical hours at 8:1 ratio
2nd digit, course lab hours at 3:1 ratio	4th digit, total course credit hours

## Nurse Anesthesia Program-Cognate Course Requirements (2014-2016 Cohort and 2015-2017)

Course Code	Course Name	Credit Hours
BIOL521	Advanced Anatomy and Physiology	3-0-0-3



**Nurse Anesthesia Program-Cognate Course Requirements (2014-2016 Cohort and 2015-2017)**

<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>
BIOL522	Advanced Pathophysiology	3-0-0-3
HTSC640	Cultural and Ethical Considerations in Healthcare	3-0-0-3
PHRM523	Advanced Pharmacotherapy	3-0-0-3
MSNS511	Advanced Health Assessment and Diagnostics	2-3-0-3
RELP610	Role Fidelity and the Exercise of Power	1-0-0-1
RELT510	Identity and Mission	2-0-0-2
RSCH512	Research and Evidence-Based Practice	3-0-0-3
<b>TOTAL</b>		<b>21</b>

**Nurse Anesthesia Curriculum Requirements**

<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>
MSNA501	Clinical Conference I	1-0-0-1
MSNA502	Clinical Conference II	1-0-0-1
MSNA503	Clinical Conference III	1-0-0-1
MSNA504	Clinical Conference IV	1-0-0-1
MSNA524	Pharmacology in Nurse Anesthesia	3-0-0-3
MSNA530	Introduction to Nurse Anesthesia Practice	2-0-0-2
MSNA531	Principles of Science and Technology for Nurse Anesthesia (Chemistry, Physics, Anesthesia Machine)	3-0-0-3
MSNA532	Basic Principles and Techniques of Nurse Anesthesia Practice (with simulator lab and clinical observation)	3-3-0-4

## Nurse Anesthesia Curriculum Requirements

Course Code	Course Name	Credit Hours
MSNA533	Advanced Principles of Nurse Anesthesia (to include regional and pain management)	4-0-0-4
MSNA534	Principles of Nurse Anesthesia for Patients with Co-Existing Disease and Trauma	2-0-0-2
MSNA621	Nurse Anesthesia Clinical Practicum I	0-0-32-4
MSNA622	Nurse Anesthesia Clinical Practicum II	0-0-32-4
MSNA623	Nurse Anesthesia Clinical Practicum III	0-0-32-4
MSNA624	Nurse Anesthesia Clinical Practicum IV	0-0-32-4
MSNA625	Nurse Anesthesia Clinical Practicum V	0-0-32-4
MSNA635	Principles of Nurse Anesthesia Across the Life Span (Peds, OB, Geriatrics)	3-0-0-3
MSNA636	Principles of Nurse Anesthesia for Complex Patients and Procedures (Cardiac, Pulmonary, Neuro, Transplant)	3-0-0-3
MSNA637	Nurse Anesthesia Principles Review	2-0-0-2
MSNA641	Professional Issues in Nurse Anesthesia Practice	3-0-0-3
MSNA690	Final Student Project	6-0-0-6
<b>TOTAL</b>		<b>59</b>

Summary of Total Credit Hours

**Program Total**

**80**

Graduate Semester Hours

## Program Sequence

Students must complete the following courses to be eligible for graduation. The program is a seven trimesters (28 months), full-time, continuous course of study. When reviewing the program's curriculum, use the table below to reference the course content which follows:

### Year I - Spring Trimester 1

<b>Course Code</b>	<b>Course</b>	<b>Credit Hours</b>
MSNS511	Advanced Health Assessment and Diagnostics	2-3-0-3
RELT510	Identity and Mission	2-0-0-2
BIOL521	Advanced Anatomy and Physiology	3-0-0-3
BIOL522	Advanced Pathophysiology	3-0-0-3
PHRM523	Advanced Pharmacotherapy	3-0-0-3
MSNA530	Introduction to Nurse Anesthesia Practice	2-0-0-2
<b>TOTAL</b>		<b>16</b>

### Year I - Summer Trimester 2

<b>Course Code</b>	<b>Course</b>	<b>Credit Hours</b>
RSCH512	Research and Evidence-Based Practice	3-0-0-3
MSNA531	Principles of Science and Technology for Nurse Anesthesia (Chemistry, Physics, Anesthesia Machine)	3-0-0-3
MSNA524	Pharmacology in Nurse Anesthesia	3-0-0-3
MSNA532	Basic Principles and Techniques of Nurse Anesthesia Practice (with simulator lab and clinical observation, OR 2 days/week in August)	3-3-0-4
<b>TOTAL</b>		<b>13</b>

Year I - Fall Trimester 3

<b>Course Code</b>	<b>Course</b>	<b>Credit Hours</b>
MSNA533	Advanced Principles of Nurse Anesthesia (to include regional and pain management)	4-0-0-4
MSNA534	Principles of Nurse Anesthesia for Patients with Co-Existing Disease and Trauma	2-0-0-2
MSNA621	Nurse Anesthesia Clinical Practicum I (OR 4 days/week)	0-0-32-4
MSNA501	Clinical Conference I	1-0-0-1
<b>TOTAL</b>		<b>11</b>

Year II - Spring Trimester 1

<b>Course Code</b>	<b>Course</b>	<b>Credit Hours</b>
MSNA635	Principles of Nurse Anesthesia Across the Life Span (Peds, OB, Geriatrics)	3-0-0-3
MSNA636	Principles of Nurse Anesthesia for Complex Patients and Procedures (Cardiac, Pulmonary, Neuro, Transplant)	3-0-0-3
MSNA622	Nurse Anesthesia Clinical Practicum II (OR 4 days/week)	0-0-32-4
MSNA502	Clinical Conference II	1-0-0-1
<b>TOTAL</b>		<b>11</b>

Year II - Summer Trimester 2

<b>Course Code</b>	<b>Course</b>	<b>Credit Hours</b>
HTSC640	Cultural and Ethical Considerations in Healthcare	3-0-0-3
MSNA623	Nurse Anesthesia Clinical Practicum III (OR 4 days/week)	0-0-32-4
MSNA503	Clinical Conference III	1-0-0-1

REL610	Role Fidelity and the Exercise of Power	1-0-0-1
MSNA690	Final Student Project	2-0-0-2
<b>TOTAL</b>		<b>11</b>

Year II - Fall Trimester 3

<b>Course Code</b>	<b>Course</b>	<b>Credit Hours</b>
MSNA624	Nurse Anesthesia Clinical Practicum IV (OR 4 days/ weeks)	0-0-32-4
MSNA641	Professional Issues in Nurse Anesthesia Practice	3-0-0-3
MSNA504	Clinical Conference IV	1-0-0-1
MSNA690	Final Student Project	2-0-0-2
<b>TOTAL</b>		<b>10</b>

Year III - Spring Trimester 1

<b>Course Code</b>	<b>Course</b>	<b>Credit Hours</b>
MSNA637	Nurse Anesthesia Principles Review	2-0-0-2
MSNA625	Nurse Anesthesia Clinical Practicum V (OR 4 days/week, January - March)	0-0-32-4
MSNA690	Final Student Project	2-0-0-2
<b>TOTAL</b>		<b>8</b>

Program Grand Total: 80 graduate trimester hours

**Credit Hour Legend:**

1<sup>st</sup> Digit: Course didactic hours

2<sup>nd</sup> Digit: Course laboratory hours, ratio 3:1

3<sup>rd</sup> Digit: Course clinical hours, ratio 8:1

4<sup>th</sup> Digit: Total course credit hours

## Curriculum

Students must complete the following courses prior to graduation. The program is 7 trimesters or 28 months of full-time, year-round, continuous course of study. Please refer to the legend below when reviewing the program curriculum.

### Support Course Requirements

- BIOL 521 - Advanced Anatomy and Physiology (3)
- BIOL 522 - Advanced Pathophysiology (3)
- HTSC 640 - Ethical and Cultural Considerations in Healthcare (3)
- PHRM 523 - Advanced Pharmacotherapy (3)
- PHRM 524 - Pharmacology in Nurse Anesthesia (3)
- RELP 610 - Role Fidelity and the Exercise of Power (1)
- RSCH 512 - Research and Evidence-Based Practice (3)

### Nurse Anesthesia Curriculum Requirements

- MSNS 511 - Advanced Health Assessment and Diagnostics (3)
- MSNA 501 - Clinical Conference I (1)
- MSNA 502 - Clinical Conference II (1)
- MSNA 503 - Clinical Conference III (1)
- MSNA 504 - Clinical Conference IV (1)
- MSNA 530 - Introduction to Nurse Anesthesia Practice (2)
- MSNA 531 - Principles of Science & Techniques for Nurse Anesthesia (3) (Chemistry, Physics, Anesthesia Machine)
- MSNA 532 - Basic Principles & Techniques of Nurse Anesthesia Practice (4) (with simulator lab and clinical observation)
- MSNA 533 - Advanced Principles of Nurse Anesthesia (4) (to include regional and pain management)
- MSNA 534 - Principles of Nurse Anesthesia for Patients with Co-Existing Disease (2)
- MSNA 621 - Nurse Anesthesia Clinical Practicum I (4)
- MSNA 622 - Nurse Anesthesia Clinical Practicum II (4)
- MSNA 623 - Nurse Anesthesia Clinical Practicum III (4)
- MSNA 624 - Nurse Anesthesia Clinical Practicum IV (4)
- MSNA 625 - Nurse Anesthesia Clinical Practicum V (4)
- MSNA 635 - Principles of Nurse Anesthesia for Patients Across the Life Span (3) (Peds, OB, Geriatrics)
- MSNA 636 - Principles of Nurse Anesthesia for Complex Patients and Procedures (3) (Cardiac, Pulmonary, Neuro, Transplant)
- MSNA 637 - Nurse Anesthesia Principles Review (2)
- MSNA 641 - Professional Issues in Nurse Anesthesia Practice (3)
- MSNA 690 - Final Student Project (2)

Summary of Total Credit Hours: 80

## Program Sequence

Students must complete the following courses to be eligible for graduation. The program is a seven trimesters (28 months), full-time, continuous course of study. When reviewing the program's curriculum, use the table below to reference the course content which follows:

### Year I - Spring Trimester 1

- MSNS 511 - Advanced Health Assessment and Diagnostics (3)
- BIOL 521 - Advanced Anatomy and Physiology (3)
- BIOL 522 - Advanced Pathophysiology (3)
- PHRM 523 - Advanced Pharmacotherapy (3)
- MSNA 530 - Introduction to Nurse Anesthesia Practice (2)

Total: 16 Credit Hours

### Year I - Summer Trimester 2

- RSCH 512 - Research and Evidence-Based Practice (3)
- MSNA 531 - Principles of Science & Techniques for Nurse Anesthesia (3) (Chemistry, Physics, Anesthesia Machine)
- PHRM 524 - Pharmacology in Nurse Anesthesia (3)
- MSNA 532 - Basic Principles & Techniques of Nurse Anesthesia Practice (4) (with simulator lab and clinical observation, OR 2 days/week in August)

Total: 13 Credits Hours

### Year I - Fall Trimester 3

- MSNA 533 - Advanced Principles of Nurse Anesthesia (4) (to include regional and pain management)
- MSNA 534 - Principles of Nurse Anesthesia for Patients with Co-Existing Disease (2)
- MSNA 621 - Nurse Anesthesia Clinical Practicum I (4) (OR 4 days/week)
- MSNA 501 - Clinical Conference I (1)

Total: 11 Credit Hours

### Year II - Spring Trimester 1

- MSNA 635 - Principles of Nurse Anesthesia for Patients Across the Life Span (3) (Peds, OB, Geriatrics)

- MSNA 636 - Principles of Nurse Anesthesia for Complex Patients and Procedures (3) (Cardiac, Pulmonary, Neuro, Transplant)
- MSNA 622 - Nurse Anesthesia Clinical Practicum II (4) (OR 4 days/week)
- MSNA 502 - Clinical Conference II (1)

Total: 11 Credit Hours

## Year II - Summer Trimester 2

- HTSC 640 - Ethical and Cultural Considerations in Healthcare (3)
- MSNA 623 - Nurse Anesthesia Clinical Practicum III (4) (OR 4 days/week)
- MSNA 503 - Clinical Conference III (1)
- RELP 610 - Role Fidelity and the Exercise of Power (1)
- MSNA 690 - Final Student Project (2)

Total: 11 Credit Hours

## Year II - Fall Trimester 3

- MSNA 624 - Nurse Anesthesia Clinical Practicum IV (4) (OR 4 days/ weeks)
- MSNA 641 - Professional Issues in Nurse Anesthesia Practice (3)
- MSNA 504 - Clinical Conference IV (1)
- MSNA 690 - Final Student Project (2)

Total: 10 Credit Hours

## Year III - Spring Trimester 1

- MSNA 637 - Nurse Anesthesia Principles Review (2)
- MSNA 625 - Nurse Anesthesia Clinical Practicum V (4) (OR 4 days/week, January - March)
- MSNA 690 - Final Student Project (2)

Total: 8 Credit Hours

Program Grand Total: **80 Graduate Trimester Hours**



# Department of Occupational Therapy

**Department Chair and Program Director:** Tia Hughes

**Faculty:** Ron Carson

**Academic Fieldwork Coordinator:** Kim Gensolin

## Mission Statement

The mission of the Occupational Therapy Program is supportive of the Adventist University of Health Sciences mission through the provision of quality educational experiences to prepare competent occupational therapy professionals who are able to use critical thinking skills to address effectively the healthcare needs of a diverse population and of the community. The program will provide experiences to develop a professional graduate who is able to reason critically, to use evidence-based resources and to provide competent services in a caring and spiritual manner.

## Licensure and Accreditation

For information regarding Adventist University of Health Sciences regional and church accreditation, see Accreditation section of this *Academic Bulletin*.

The entry level Occupational Therapy Master's Program has applied for accreditation and received Developing Program Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, (301) 652-AOTA. Once accreditation is obtained, graduates will be eligible to sit for the National certification examination for Occupational Therapists, administered by the National Board for Certification in Occupational Therapy (NBCOT). Successful completion of this examination will result in the graduate being designated an Occupational Therapist, Registered. In addition, most states require licensure to practice. Such licensure is usually based on the results of the NBCOT examination.

A background check is required for admission to the Occupational Therapy Master's Program. The National Board for Certification in Occupational Therapy (NBCOT) and various state licensing agencies require disclosure of all felony convictions. The results of this background check may impact eligibility for certification and licensure. Eligibility should be determined in advance of beginning an educational program. Felony convictions must be resolved by the NBCOT's Qualifications Review Committee. Mental health intervention may also affect the

individual's ability to obtain state licensure. For further information, see the *Student Handbook Supplement*.

## Program Description

The Master of Occupational Therapy program is designed to prepare competent, entry-level occupational therapy practitioners with skills in patient assessment and treatment intervention. The program is a 28-month course of continuous didactic and clinical experiences grounded in Christian principles, organized in a progressive manner, and built on a solid foundation in the arts and sciences.

## Policies

The *Occupational Therapy Student Handbook Supplement* contains the program policies. By accepting enrollment as an occupational therapy student, each applicant agrees to abide by the policies as outlined in the *Supplement*.

All students must present:

- Yearly verification of tuberculosis screening. If the test is positive, refer to the Communicable Disease Policy in the Student Handbook for additional information.
- Updated immunization records including hepatitis B, MMR and Tetanus-Diphtheria.
- Verification of varicella vaccination or show immunity (titer).
- Evidence of physical examination within three months prior to beginning the program.
- Verification of current certification in professional cardiopulmonary resuscitation (CPR) from the American Heart Association, including infant, child, and adult CPR.
- Evidence of a successfully completed FIT test prior to the professional program deadline.

A background check is required for admission to the Occupational Therapy Program. The National Board for Certification in Occupational Therapy (NBCOT) and various state licensing agencies require disclosure of all felony convictions. The results of this background check may impact eligibility for certification and licensure. Eligibility should be determined in advance of beginning an educational program. Felony convictions must be resolved by the NBCOT's Qualifications Review Committee. Mental health intervention may also affect the individual's ability to obtain state licensure. For further information, see the *Occupational Therapy Student Handbook Supplement*.

### Health Insurance

All students who will participate in a clinical environment are required to carry health insurance upon admission into the program, and must maintain this insurance for the duration of the program.

# Mental and Physical Requirements

Applicants seeking admission to the Master's degree in the Occupational Therapy Program must:

- Have sufficient hearing and vision to monitor and assess patient health needs, to monitor various equipment and background sounds, and to communicate by telephone.
- Be able to speak in a clear and concise manner.
- Have communication abilities sufficient to interact professionally with others in verbal and written form and have reading skills appropriate to understand patient charts, reports, and orders.
- Possess the ability to lift 15 pounds independently and place objects of this weight at various levels, including floor level and overhead.
- Be able to lift patients to accomplish bed/chair/stretchers transfer.
- Stand and walk without difficulty and be able to push a gurney or wheelchair.
- Be able to stand and/or sit for an extended period of time.
- Be able to perform fine and gross motor skills with both hands.
- Possess manual dexterity sufficient to fabricate and modify splints and adaptive equipment, perform range-of-motion exercises/activities, position another person, and perform components of sensory, motor, and Activities of Daily Living (ADL) evaluations.
- Possess critical thinking skills sufficient to think clearly and act appropriately in stressful situations.
- Possess interpersonal skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
- Possess the ability to work in clinical environments which involve exposure to persons with physical and mental disabilities, such as pain, grief, death, stress, communicable diseases, blood and body fluids, and toxic substances.
- Have mobility sufficient to move from room to room and maneuver in small spaces.
- Have tactile ability sufficient to perform palpation functions of physical examination and/or other functions related to therapeutic intervention.

## Admission Requirements

Applicants for the Master of Occupational Therapy Program must:

1. Submit an application online and nonrefundable \$100 application fee.
2. Present a résumé listing professional and educational activities.
3. Present an essay stating reasons for wanting to become an occupational therapist, reasons for choosing to attend a faith-based institution, experiences and interactions you have had with an occupational therapist, and reasons for specifically choosing Adventist University of Health Sciences.
4. Present current official transcripts from all undergraduate and/or graduate institutions attended. Admission GPAs will be calculated, based on credits and grades from

regionally accredited institutions only. Transcripts must be mailed or delivered electronically to the Office of Enrollment Services from each institution attended. Transcripts will be considered official only when received directly from the institution and not hand-delivered by the applicant or faxed by the institution attended. Failure to disclose all colleges previously attended could result in denial or dismissal. Additionally, transcripts from institutions outside the United States must be evaluated by World Education Services (WES). This is the only company from which we will accept transcript evaluations. Professional program coursework is not transferrable.

5. Present official transcripts for each College Level Examination Program (CLEP), Advanced Placement (AP), and/or International Baccalaureate (IB) examination taken only if the applicant would like them to be considered for fulfillment of prerequisite requirements. CLEP scores reported on an official college transcript are also acceptable for this requirement.
6. Submit the MOT Prerequisite Eligibility Form.
7. Present a minimum undergraduate cumulative grade point average of 3.00 on a 4.00 scale.
8. Present evidence of a Bachelor's degree from a regionally accredited institution.
9. Provide three recommendations using *ADU Graduate Recommendation Forms*. Recommendations from friends and family members are not acceptable.
10. Present an official copy of a competitive score<sup>1</sup> on the Graduate Record Examination (GRE) taken within the last 5 years. GRE scores on official college transcripts are also acceptable. Applicants are exempt from providing GRE scores by presenting proof of a previously earned master's degree. Scores must include verbal, quantitative, and analytical writing. If an applicant submits scores for more than one attempt at the GRE, the highest sub-test scores will be counted.
11. Present the following undergraduate courses either as having been completed in the applicant's undergraduate program or as taken post-baccalaureate but prior to admission to the MOT program:
  - English I & II
  - Human Anatomy and Physiology I & II (with labs)
  - Pathophysiology (Disease Conditions)
  - General Psychology
  - Developmental Psychology
  - Abnormal Psychology
  - Sociology or Anthropology
  - Public speaking
  - College Algebra
  - Statistics
  - Medical Terminology
  - One of the following four-credit courses (including lab):
    - General Biology
    - Physics
    - Chemistry
12. Present appropriate, satisfactory health and immunization records.

13. Provide evidence of English language proficiency for those applicants for whom English is not their primary language or who have graduated from a non-English speaking school (see English Language Proficiency section).
14. Meet the mental and physical requirements.
15. Successfully complete the personal interview process. (See below.)

Applicants are reminded that, due to the competitive nature of the admission process, meeting the minimum standards for admission does not guarantee admission to the program. After the initial screening of the application, some applicants will be invited to the campus for a personal interview. (See requirement above.)

If accepted to an on-campus professional program, the student is expected to pay a nonrefundable deposit of \$500 to reserve his or her place in the program. The applicant's acceptance letter will contain a deposit amount and deadline indicating when the deposit must be received by the University. Once the student enrolls in the program, this deposit will be applied toward the student's account. Students who have paid the deposit, but decide not to enroll in the program, will forfeit the deposit. If that student is admitted to the same program at a later date, he or she will be required to pay the full deposit amount again. If an applicant is admitted to a program with prerequisites in progress and becomes ineligible for admission due to his or her grades, a full refund will be provided. A professional program deposit is not transferable to another department. Distance Education students are not required to pay a program deposit.

<sup>1</sup>The 2012 GRE scores are considered competitive at 300 (prior exam 900).

## Reapplication Process

Applicants who are not admitted to the Master's in Occupational Therapy program during a specific admission cycle may reapply to the program for the next admission cycle as long as they have successfully met the minimum admission requirements. Reapplicants are expected to meet the published admission deadlines by submitting the following additional information to the Office of Enrollment Services.

1. Contact the OT Program Department Chair to discuss if reapplying to the program is possible.
2. Submit an application online with a non-refundable \$50 reactivation fee.
3. Updated official transcripts from any accredited institutions attended since the original application was submitted.

## Progression

As the Master's of Occupational Therapy Program is a "block program," 28-month, continuous course of study, students will be deemed making continuous satisfactory progress toward a Master's degree when they:

1. Complete all scheduled professional and cognate courses with a grade of B (3.00) or better on a 4.00 grade point scale.
2. Complete all scheduled cognate courses with an average grade of B (3.00) or better on a 4.00 grade point scale.

## Completion

Adventist University of Health Sciences will consider students for graduation with a Master's of Occupational Therapy degree and for eligibility for the NBCOT certification examination in Occupational Therapy when they have:

1. Met the general requirements for the Master's of Occupational Therapy degree.
2. Completed all required courses in the Master's of Occupational Therapy curriculum with grades of "B" (3.00) or better.
3. Completed all required courses in the Master's of Occupational Therapy curriculum within 50 months of their acceptance into the program.
4. Completed an acceptable Capstone Project.
5. Participated in the University's Graduate Colloquium Program as instructed by the Department.

## Readmission Policy

Students are considered for readmission to the Occupational Therapy Program when they meet admission requirements and:

1. Submit a re-application form to the Occupational Therapy Program no later than May 1 for re-entry in the Fall trimester, August 1 for re-entry in the Spring trimester and January 1 for re-entry in the Summer trimester.
2. Have a graduate program GPA of 3.00.
3. Present annual verification of tuberculosis screening and maintain current professional CPR certification and health insurance.
4. Present official transcripts from any institutions attended while out of the program.

If a lapse of time greater than two years (24 months) occurs in a student's program of study, prior OT credits will not be accepted. Students who do not progress with their class cannot be assured of placement in their choice of subsequent classes. Readmission is, in part, subject to available space. Students will be readmitted under current program policies.

## Fieldwork Information

**Level I and II Fieldwork:** Students are exposed to a variety of clients across the human life span and to a variety of practice settings. These experiences are designed to promote clinical reasoning, demonstrate the values and beliefs that guide ethical practice, and develop professionalism and competence. Most fieldwork sites are located within a 60-mile radius of the Adventist University campus.

**Level II Fieldwork:** must be completed within 18 months following completion of academic preparation. Completion of degree requirements shall not exceed 50 months.

Students who withdraw or drop a Level II Fieldwork course must re-apply to the OT program in order to be considered for readmission.

**Reliable Transportation:** Students are responsible for their own transportation to fieldwork and field trip sites.

**Additional Costs:** Students are responsible for additional fees that are required for Level I and Level II Fieldwork rotations (i.e. additional background checks, drug screening, uniforms).

# Occupational Therapy, M.O.T

## Curriculum

Graduation is dependent upon the successful completion of the following courses:

## Cognate Requirements

- BIOL 515 - Gross Musculoskeletal Anatomy for the OT (4)
- HTSC 640 - Ethical and Cultural Considerations in Healthcare (3)
- RELP 510 - Spirituality, Health, and Wholeness (3)

## Occupational Therapy Requirements

- OCTH 510 - Occupational Therapy: Theory, Tenets, and Foundations of the Profession (3)
- OCTH 515 - Occupation and Wellness Across the Life Span (3)
- OCTH 520 - Applied Kinesiology (3)
- OCTH 527 - Fieldwork IA-Introduction (1)
- OCTH 530 - Mental Health: Implications for Occupational Therapy (3)

- OCTH 535 - Neuroscience Applications: OT Implications for Cognition, Behavior, and Neuromotor Control (3)
- OCTH 540 - Life Span Critical Reasoning: Clinical Applications (3)
- OCTH 547 - Fieldwork IB-Mental Health (1)
- OCTH 560 - Contemporary Service Delivery and Community Outreach (3)
- OCTH 565 - Assistive Technologies, Adaptations, and Environmental Modifications (3)
- OCTH 570 - Service Delivery for the Older Adult Client (3)
- OCTH 575 - Research II - Research Design (2)
- OCTH 577 - Fieldwork IC - Older Adult (1)
- OCTH 610 - OT Assessments and Interventions for Children and Adolescents (3)
- OCTH 615 - Assessments and Interventions for Adults (3)
- OCTH 620 - Adjunctive Approaches in OT: Physical Agent Modalities and Orthoses (3)
- OCTH 625 - Applied Research III - Data Compilation (2)
- OCTH 627 - Fieldwork I D - Adults (1)
- OCTH 630 - Contemporary Practice Areas (4)
- OCTH 635 - OT Within the School Setting (2)
- OCTH 640 - Advocacy, Leadership, and Organizational and Professional Development (4)
- OCTH 647 - Fieldwork IE - Pediatrics (1)
- OCTH 657 - Fieldwork IF - School based OT (1)
- OCTH 670 - Professional Seminar (1)
- OCTH 677 - Fieldwork IIA (6)
- *Students in full-time fieldwork or clinicals are considered to have full-time status by the University.*
- OCTH 680 - Research IV - Dissemination (1)
- OCTH 687 - Fieldwork IIB (6)
- *Students in full-time fieldwork or clinicals are considered to have full-time status by the University.*
- OCTH 512 - Research and Evidenced-Based Practice (3)

## Program Sequence

### Year I - Fall Trimester

- OCTH 510 - Occupational Therapy: Theory, Tenets, and Foundations of the Profession (3)
- OCTH 515 - Occupation and Wellness Across the Life Span (3)
- BIOL 515 - Gross Musculoskeletal Anatomy for the OT (4)
- OCTH 520 - Applied Kinesiology (3)
- OCTH 527 - Fieldwork IA-Introduction (1)



## **Total: 14 Credit Hours**

### Year I - Spring Trimester

- OCTH 530 - Mental Health: Implications for Occupational Therapy (3)
- OCTH 535 - Neuroscience Applications: OT Implications for Cognition, Behavior, and Neuromotor Control (3)
- OCTH 540 - Life Span Critical Reasoning: Clinical Applications (3)
- OCTH 512 - Research and Evidenced-Based Practice (3)
- OCTH 547 - Fieldwork IB-Mental Health (1)

## **Total: 13 Credit Hours**

### Year I - Summer Trimester

- OCTH 560 - Contemporary Service Delivery and Community Outreach (3)
- OCTH 570 - Service Delivery for the Older Adult Client (3)
- OCTH 565 - Assistive Technologies, Adaptations, and Environmental Modifications (3)
- OCTH 575 - Research II - Research Design (2)
- OCTH 577 - Fieldwork IC - Older Adult (1)
- RELP 510 - Spirituality, Health, and Wholeness (3)

## **Total: 15 Credit Hours**

### Year II - Fall Trimester

- OCTH 610 - OT Assessments and Interventions for Children and Adolescents (3)
- OCTH 615 - Assessments and Interventions for Adults (3)
- OCTH 620 - Adjunctive Approaches in OT: Physical Agent Modalities and Orthoses (3)
- OCTH 625 - Applied Research III - Data Compilation (2)
- OCTH 627 - Fieldwork I D - Adults (1)

## **Total: 12 Credit Hours**

### Year II - Spring Trimester

- OCTH 630 - Contemporary Practice Areas (4)
- OCTH 635 - OT Within the School Setting (2)
- OCTH 640 - Advocacy, Leadership, and Organizational and Professional Development (4)
- HTSC 640 - Ethical and Cultural Considerations in Healthcare (3)

- OCTH 647 - Fieldwork IE - Pediatrics (1)
- OCTH 657 - Fieldwork IF - School based OT (1)

**Total: 15 Credit Hours**

Year II - Summer Trimester

- OCTH 670 - Professional Seminar (1)
- OCTH 677 - Fieldwork IIA (6) Internship #1

**Total: 7 Credit Hours**

Year III - Fall Trimester

- OCTH 680 - Research IV - Dissemination (1)
- OCTH 687 - Fieldwork IIB (6) Internship #2

**Total: 7 Credit Hours**

# Course Descriptions

## Accounting

### **ACCT 520 - Managerial Accounting for Healthcare (3)**

This course introduces a business-management approach to the development and use of accounting information, focusing on internal reporting, planning operations, policy formation, and decision-making in healthcare organizations. Topics include: cost classification, cost behavior, C-V-P analysis, cost allocation, analysis for tactical decision-making, cash and operating budgets, capital budgeting, performance measurements and evaluation, including variance analysis and responsibility accounting.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

## Biology

### **BIOL 515 - Gross Musculoskeletal Anatomy for the OT (4)**

Offered by the Department of Health and Biomedical Sciences specifically for ADU graduate students.

This course focuses on the macroscopic structures related to the muscular and skeletal systems of the body. Students will participate in human cadaver labs in order to integrate knowledge of the body into concepts of occupational therapy practice.

Course Didactic Hours: 3

Course Lab Hours at 3:1 ratio: 2

Course Clinical Hours at 8:1 ratio: 0

### **BIOL 515L - Gross Musculoskeletal Anatomy for the OT Lab (0)**

Offered by the Department of Health and Biomedical Sciences specifically for ADU graduate students.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **BIOL 521 - Advanced Anatomy and Physiology (3)**

This course includes advanced studies of human anatomy and physiology of the cell and muscular, cardiovascular, pulmonary, neurological, renal, hepatic, and endocrine systems. Emphasis is placed on feedback mechanisms, homeostasis, assessment, and intervention. This serves as a basis for understanding pathophysiology of these systems and associated anesthesia implications.

Course Didactic Hours: 3

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **BIOL 522 - Advanced Pathophysiology (3)**

This course examines advanced human pathophysiology of the cell and muscle, cardiovascular, pulmonary, neurological, renal, hepatic, immune, hematological, musculoskeletal, gastrointestinal, and endocrine systems. Mechanisms of disease-state manifestations at the cellular, organ, and system levels are explored. Anesthetic implications are highlighted.

Course Didactic Hours: 3

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

## **Economics**

### **ECON 550 - Economics of Healthcare (3)**

This course bridges the gap between traditional economics and business decision-making by demonstrating how basic economic concepts, principles, and theories can be used to illuminate various healthcare issues. Students evaluate a theoretical or empirical argument relating to healthcare by conducting an in-depth analysis of the structure, conduct, and performance of the markets for physician, hospital, pharmaceutical and long-term care services. The course will include demand theory and estimation, production theory, cost analysis, market structure,

pricing policies, and business investment decisions.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

## **Finance**

### **FNCE 521 - Healthcare Financial Management (3)**

This course is an introduction to financial management with emphasis in healthcare organizations, healthcare payment systems, financing and investment decisions, financial planning, analysis, and control. Students will use a variety of analytical procedures to assess the financial condition and performance in healthcare organizations. Topics include: third-party payer system; time value of money; financial risk management and required return; debt, equity, and lease financing; cost of capital and capital structure; capital budgeting and risk analysis; financial condition analysis and forecasting; working capital management, capitation, risk sharing, pay for performance, and consumer-directed health plans.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

## **Healthcare Administration**

### **HTCA 503 - Information Systems Management for Healthcare (3)**

This course provides the student with a basic background in the terminology, technology, electronic health record, security, accountability for care, and application of Information Systems in a healthcare setting. Meaningful case studies are considered to help take aim at today's challenges while laying the groundwork for the changes ahead.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **HTCA 543 - Ethical and Legal Issues in Healthcare (3)**

This course will expose students to the principles of business ethics as well as understanding clinical ethical dilemmas. In the process of reviewing these general principles, students will consider and develop their own prioritized values that would apply to their anticipated work in healthcare organizations. Special emphasis will be placed on the administrator's ethical and social responsibility in deciding how to allocate resources and deal with conflicting interests. Governance structures and audit systems will be addressed as well as ethical frameworks for decision-making. The course considers the legal obligation and responsibilities of healthcare organizations in administration. Elements of corporation, agency, administrative, and common law are covered. In addition, voluntary and government regulations of the healthcare industry are discussed. This course critically examines the major social, political, and economic forces impacting business organizations.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **HTCA 554 - Leadership and Organizational Behavior (3)**

This course explores the various leadership theories. The course focuses on leadership's role and responsibilities in the maintenance and improvement of productivity, quality, and the competitive position of the enterprise. Critical issues such as employee motivation, interpersonal perception, communication, accommodation of the individual to the organization, individual career development, organizational impact on individual and group work behavior through design of work, and methods of evaluation and rewarding work effectiveness are explored. Students will assess their personal leadership styles. The areas of individual behavior, informal and formal organizational structure, and group dynamics will be related to leadership style and effectiveness in managing change. Students will also critically examine and learn conflict resolution skills.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **HTCA 585 - Human Resources Management (3)**

This course examines the role of the human resource professional as a strategic partner in managing today's organizations. Key functions, such as recruitment, selection, development, appraisal, retention, compensation, and labor relations, are examined. Implications of legal and global environments are appraised, and current issues, such as diversity training, sexual harassment policies, and rising benefit costs, are analyzed. The best practices of employers of choice are considered.

Course Didactic Hours: 0  
Course Lab Hours at 3:1 ratio: 0  
Course Clinical Hours at 8:1 ratio: 0

### **HTCA 589 - Quality Management and Patient Safety (3)**

This course presents the basic principles and tools associated with quality management. The topics include the definition of quality and its function in health services, strategic quality planning, quality tools, customer voice, market voice, and statistical quality control. The class focuses on the specific domains of healthcare quality and patient safety. It introduces students to relevant theory, content, tools, and methods in the field of patient safety. Students will be introduced to patient safety problems and high risk contexts for error occurrence. Students will learn error theory and systems thinking, as well as methods for risk assessment and patient safety improvement. Students will be challenged to consider the roles of varied healthcare stakeholders in building a safer healthcare system.

Course Didactic Hours: 0  
Course Lab Hours at 3:1 ratio: 0  
Course Clinical Hours at 8:1 ratio: 0

### **HTCA 605 - Health Insurance, Managed Care and Reimbursement (3)**

This course looks in detail at the societal and managerial issues precipitated by how the U.S. healthcare system is financed. The course considers types of managed care arrangements, the impact of managed care on service provision, risk arrangements, capitation, and the changing relationships between patients, payers, providers, and employers. This course is designed to explore in-depth the predominant provider payment systems in the United States. The structure and function of employer-based insurance, Medicare, and Medicaid will be studied. An introduction of the basic structure, pricing, and management of financial risks by private health insurance plans and the estimation of future expenditures for public health insurance programs will be explored. The course also examines the operation of health insurance plans from both the buyer and the insurer perspectives; how health plans employ actuarial estimates to project the cost of their benefit package and determine the premiums they will charge; and methodology as it pertains to the projection of costs in public health insurance programs.

Course Didactic Hours: 0  
Course Lab Hours at 3:1 ratio: 0  
Course Clinical Hours at 8:1 ratio: 0

### **HTCA 613 - Healthcare Systems and Operations Management (3)**

This course introduces students to the U.S. healthcare system, both public and private sectors, and examines the structure of the health system, current topics in healthcare reform, the policy process, and advocacy for public health. The course will develop a general managerial perspective on the role of operations management in the function of a healthcare organization, at both the tactical and strategic levels. It will offer a broad survey of concepts and techniques in managing operations, with particular emphasis on a number of major operations management issues that can significantly affect the competitive position of a healthcare organization. Topics include process analysis, information technology, operations strategy, supply chain management, and forecasting.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **HTCA 630 - Quality Management and Patient Safety (3)**

Department of Healthcare Administration

This course presents the basic principles and tools associated with quality management. The topics include the definition of quality and its function in health services; strategic quality planning; quality tools; customer voice; market voice; and statistical quality control. The class focuses on the specific domains of healthcare quality and patient safety. It introduces students to relevant theory; content; tools; and methods in the field of patient safety. Students will be introduced to patient safety problems and high risk contexts for error occurrence. Students will learn error theory and systems thinking; as well as methods for risk assessment and patient safety improvement. Students will be challenged to consider the roles of varied healthcare stakeholders in building a safer healthcare system.

### **HTCA 640 - Managerial Epidemiology (3)**

This course addresses the integration of epidemiology into strategic planning and managerial decision-making in health service organizations. Epidemiological principles and tools of investigation from a managerial perspective are addressed. Course work includes environmental analysis of health behaviors and lifestyle that impact demand on healthcare delivery systems. Students will evaluate models for integration of health services, preventive programs, demand management, and continuity of care policy issues.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0



### **HTCA 653 - Healthcare Policy and Politics (3)**

This course's objective is to engage students in weighing both the policy and political tradeoffs raised by health reform, while examining the formulation and implementation of health policy in the U.S. healthcare system. Emphasis is on the application of analytical contributions from health economics, scientific inquiry and research, and other policy-related disciplines to current issues in healthcare delivery, organization, and financing.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **HTCA 680 - Strategic Planning and Management (3)**

This course applies the knowledge and techniques learned in earlier courses in an integrated fashion to the process of strategic decision-making and organizational change. The course develops the analytical and financial skills to gain competitive advantage in a dynamic business climate. Students learn how to evaluate the business environment, assess an organization's strengths and capabilities, and decide between competing strategies. Topics considered will be the relationship of organizations to their environments, the hierarchy of organizational objectives, structured as well as informal approaches to strategic planning, the integration of business functions, organizational structure, and evaluation.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **HTCA 690 - Healthcare Administration Capstone (3)**

This course is designed to assimilate and integrate knowledge and skills from previous coursework and field experiences. The class focuses on the key issues impacting the administration of today's healthcare organizations and explores how those issues impact the delivery of care.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **HTCA 695 - Residency (3)**

This course is designed for those who are currently in a field other than healthcare or do not have a minimum of two years' work experience in healthcare administration. Students learn to

apply concepts and theories of management under the direct supervision of a practitioner as well as a faculty member. To initiate the contractual arrangements for the course, a student must meet with an MHA advisor and the appropriate faculty during the semester preceding enrollment.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **HTCA 699 - Thesis (3)**

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

## **Health Sciences**

### **HTSC 513 - Healthcare Systems and Policy (3)**

This course focuses on varied roles in healthcare organizational systems. Issues covered include social, political, economic, legal, ethical, cultural, leadership, marketing, organizational, and evaluation. The healthcare providers' role in policy influence, development and implementation is also explored.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **HTSC 640 - Ethical and Cultural Considerations in Healthcare (3)**

(Offered by the Department of Health and Biomedical Sciences specifically for ADU graduate students.)

This course enables students to analyze the basic processes of human association and interaction, including the dynamics of individual, group, and societal issues using critical thinking, ethical, and moral approaches.

Course Didactic Hours: 3

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

## **Marketing**

### **MKTG 520 - Marketing and Planning in Healthcare (3)**

This course introduces students to marketing concepts in healthcare through discussions of marketing strategy, positioning and branding, program/service development, and pricing, as well as distribution and promotion. Students will learn how to conduct a situational analysis, understand the market and consumer behavior, and assess an organization's capabilities.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

## **Nurse Anesthesia**

### **MSNA 501 - Clinical Conference I (1)**

*Prerequisites:* MSNA 530

This course promotes the synthesis of research, review, and study of current anesthesia literature and topics focusing on service and healthcare as a ministry.

Course Didactic Hours: 1

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **MSNA 502 - Clinical Conference II (1)**

*Prerequisites:* MSNA 501

This course is a synthesis of current anesthesia topics and research through review and application of current anesthesia literature, as well as presentation and discussion of morbidity and mortality of clinical cases.

Course Didactic Hours: 1

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **MSNA 503 - Clinical Conference III (1)**

*Prerequisites:* MSNA 502

This course is a further synthesis of current anesthesia topics and research through review and application of current anesthesia literature, as well as presentation and discussion of morbidity and mortality of clinical cases.

Course Didactic Hours: 1

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **MSNA 504 - Clinical Conference IV (1)**

*Prerequisites:* MSNA 503

This course promotes the synthesis of research, review, and study of current anesthesia literature and topics focusing on service and healthcare as a ministry.

Course Didactic Hours: 1

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **MSNA 524 - Pharmacology in Nurse Anesthesia (3)**

Department of Nurse Anesthesia

This course examines the pharmacodynamics and pharmacokinetics of anesthetic and accessory drugs used in anesthesia practice. Receptor site physiology; mechanisms of action; factors modifying drug effects; toxicity; and indications and contraindications for use are emphasized. Principles of biochemistry are integrated

### **MSNA 530 - Introduction to Nurse Anesthesia Practice (2)**

Admission to Nurse Anesthesia Program.

This course introduces the student to basic principles of nurse anesthesia practice. Pre-operative patient assessment, anesthetic record keeping, informed consent, airway examination, anesthesia monitoring, patient positioning, ASA classification, and anesthesia techniques are explored.

Course Didactic Hours: 2

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **MSNA 531 - Principles of Science & Techniques for Nurse Anesthesia (3)**

*Prerequisites:* MSNA 530

This course is an integration of the principles of chemistry and physics germane to anesthesia practice. An in-depth exploration of the anesthesia machine and its components is also conducted. Students develop skills in pre-operative preparation of the anesthetizing environment and anesthesia machine check. Principles of safety and infection control are also applied.

Course Didactic Hours: 3

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **MSNA 532 - Basic Principles & Techniques of Nurse Anesthesia Practice (4)**

*Prerequisites:* MSNA 530

*Corequisites:* MSNA 532L

This course provides a beginning foundation for students to plan and implement nursing anesthesia care in healthy patients. Topics include: designing and implementing individualized anesthesia care plans, principles of anesthesia induction, maintenance, emergence, anesthesia complications in the healthy patient, airway management, and anesthesia for basic abdominal, orthopedic, urologic, and ENT procedures. Simulator laboratory experience and operating room observation time is provided for students to develop beginning level airway and anesthesia management skills.

Course Didactic Hours: 3

Course Lab Hours at 3:1 ratio: 3

Course Clinical Hours at 8:1 ratio: 0

### **MSNA 532L - Basic Principles & Techniques of Nurse Anesthesia Practice (0)**

*Corequisites:* MSNA532

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **MSNA 533 - Advanced Principles of Nurse Anesthesia (4)**

*Prerequisites:* MSNA532

This course builds upon previous knowledge for students to plan and implement nurse anesthesia care for patients with moderate pathology or those undergoing increasingly complex procedures. Topics include: regional block insertion and management, acute pain management, chronic pain management, and trauma anesthesia.

Course Didactic Hours: 4  
Course Lab Hours at 3:1 ratio: 0  
Course Clinical Hours at 8:1 ratio: 0

### **MSNA 534 - Principles of Nurse Anesthesia for Patients with Co-Existing Disease (2)**

*Prerequisites:* MSNA532

This course builds upon previous knowledge for students to plan and implement nurse anesthesia care in patients with co-existing diseases. Topics include: anesthesia for patients with neuromuscular, skeletal muscle, and endocrine diseases; noncardiac surgery in the cardiac patient; and anesthesia for patients with hematologic, psychiatric/mental, renal, and hepatic disorders.

Course Didactic Hours: 2  
Course Lab Hours at 3:1 ratio: 0  
Course Clinical Hours at 8:1 ratio: 0

### **MSNA 551 - Directed Study (1)**

One-credit directed study. Permission of the department chair is required for admission.

This course provides the student with the opportunity for directed study of a particular anesthesia problem or area.

Course Didactic Hours: 0  
Course Lab Hours at 3:1 ratio: 0  
Course Clinical Hours at 8:1 ratio: 0

### **MSNA 552 - Directed Study (2)**

Two-credit directed study. Permission of the department chair is required for admission.

This course provides the student with the opportunity for directed study of a particular anesthesia problem or area.

Course Didactic Hours: 0  
Course Lab Hours at 3:1 ratio: 0  
Course Clinical Hours at 8:1 ratio: 0

### **MSNA 553 - Directed Study (3)**

Three-credit directed study. Permission of the department chair is required for admission.

This course provides the student with the opportunity for directed study of a particular anesthesia problem or area.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **MSNA 621 - Nurse Anesthesia Clinical Practicum I (4)**

*Prerequisites:* MSNA 531, MSNA 532

This practicum course provides students with clinical experience in all types of anesthetic techniques. Preparation of patients and equipment, pre- and postoperative patient evaluation, planning and implementing individualized anesthesia care plans, non-invasive and invasive monitoring, and airway management techniques are emphasized.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 32

### **MSNA 622 - Nurse Anesthesia Clinical Practicum II (4)**

*Prerequisites:* MSNA 621

This practicum course provides students with clinical experience for specialized populations and surgical specialties. Clinical experiences also include anesthesia techniques specific to acute and chronic pain management.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 32

### **MSNA 623 - Nurse Anesthesia Clinical Practicum III (4)**

*Prerequisites:* MSNA 622

This practicum course provides students with clinical experience for complex patients across the life span and critically ill populations.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 32

### **MSNA 624 - Nurse Anesthesia Clinical Practicum IV (4)**

*Prerequisites:* MSNA 623

This practicum course provides students with clinical experience for complex patients undergoing complex procedures. Clinical experiences also include anesthetic techniques specific to cardiac, intrathoracic, intracranial, and transplant anesthesia.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 32

### **MSNA 625 - Nurse Anesthesia Clinical Practicum V (4)**

*Prerequisites:* MSNA 624

This practicum course provides students with internship experiences to assist in the transition from student to full-contributing member of the anesthesia care team.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 32

### **MSNA 635 - Principles of Nurse Anesthesia for Patients Across the Life Span (3)**

*Prerequisites:* MSNA 533, MSNA 534

This course builds upon previous knowledge for students to plan and implement nurse anesthesia care for patients across the life span. Emphasis is placed upon the effects of age-related physiology and implications for anesthesia administration. Topics related to the special needs of pediatric, obstetric, and geriatric patients are discussed.

Course Didactic Hours: 3

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **MSNA 636 - Principles of Nurse Anesthesia for Complex Patients and Procedures (3)**

*Prerequisites:* MSNA 532

This course builds upon previous knowledge for students to plan and implement nurse anesthesia care for complex patients and procedures. Emphasis is placed on the effects of moderate to severe pathophysiology and their implications for anesthesia administration.

Course Didactic Hours: 3



Course Lab Hours at 3:1 ratio: 0  
Course Clinical Hours at 8:1 ratio: 0

### **MSNA 637 - Nurse Anesthesia Principles Review (2)**

*Prerequisites:* MSNA 624, MSNA 641

This course provides students with a general overall review of anesthesia content to aid in preparation for taking the National Certification Examination. Content review is presented through simulated experiences and computerized practice examinations so that students may identify individualized content areas requiring additional review and study.

Course Didactic Hours: 2  
Course Lab Hours at 3:1 ratio: 0  
Course Clinical Hours at 8:1 ratio: 0

### **MSNA 641 - Professional Issues in Nurse Anesthesia Practice (3)**

*Prerequisites:* MSNA 636

This course is an exploration of issues related to nurse anesthetists in the roles of business manager, consultant, researcher, entrepreneur, and influencer of public policy.

Course Didactic Hours: 3  
Course Lab Hours at 3:1 ratio: 0  
Course Clinical Hours at 8:1 ratio: 0

### **MSNA 690 - Final Student Project (2)**

This course is the capstone project of the nurse anesthesia program. While students will be working on their individualized projects throughout the program, credit for project work is given in the last three trimesters of the program. Successful completion and approval of student projects are required for graduation.

Course Didactic Hours: 6  
Course Lab Hours at 3:1 ratio: 0  
Course Clinical Hours at 8:1 ratio: 0

### **MSNS 511 - Advanced Health Assessment and Diagnostics (3)**

*Corequisites:* MSNS 511L

This course will enable students to integrate knowledge of cognitive processes and develop psychomotor skills needed for assessing health of patients across the life span. Health

assessments involve the determination of psychomotor, developmental, nutritional, mental, and physical health status of the patient; the student also identifies appropriate diagnostic tests to assist in health assessment.

Course Didactic Hours: 2

Course Lab Hours at 3:1 ratio: 3

Course Clinical Hours at 8:1 ratio: 0

### **MSNS 511L - Advanced Health Assessment and Diagnostics Lab (0)**

*Corequisites:* MSNS 511

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

## **Occupational Therapy**

### **OCTH 508 - Matthew 25 (1)**

Department of Occupational Therapy

This is a service learning course enabling students to contribute to mission-based clinical care. Students will participate in the University Hope Clinic under the direction of faculty clinicians offering healthcare as a ministry. Students are assessed on professionalism and participation in occupation-based client care. (Fall)

### **OCTH 510 - Occupational Therapy: Theory, Tenets, and Foundations of the Profession (3)**

This course is an exploration of occupational therapy theories and frames of reference, including the profession's history, tenets, and professional roles for varied practice settings. Experiences address regional and global healthcare needs and the application of critical reasoning for offering evidence-based client and family-centered care for diverse populations.

Course Didactic Hours: 3

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **OCTH 512 - Research and Evidenced-Based Practice (3)**

This course is designed to give students an overview of quantitative and qualitative research processes. Students explore principles of research design, measurement, data collection, sampling, and data analysis through critical examination of published studies. Principles of

evidence-based practice are incorporated in order to assess the state of the science and direct decision-making in specialty healthcare practice.

Course Didactic Hours: 3

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **OCTH 515 - Occupation and Wellness Across the Life Span (3)**

This course offers in-depth exploration and synthesis of human occupation and wellness. Emphasis is placed on students understanding the complex and highly interactive components of how, why, and when people engage occupation. Additional emphasis is placed on increasing understanding and appreciation of occupational therapy's role in improving patient and society health and wellness.

Course Didactic Hours: 3

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **OCTH 520 - Applied Kinesiology (3)**

This course includes a comprehensive study of movement. An application of the biomechanical frame of reference to evaluate force, torque, range of motion, strength, endurance, sensation, and edema is included. Laboratory experiences include the analysis of movements and performances of functional tasks/occupations.

Course Didactic Hours: 3

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **OCTH 527 - Fieldwork IA-Introduction (1)**

This course includes a practice rotation (fieldwork) to provide the opportunity to apply the knowledge, skills, and values learned in the first graduate occupational therapy semester. The course examines various healthcare disciplines and roles within the practice settings. Experiences include working with clients and their families to determine appropriate needs, assessments, and goals, and to identify evidenced-based interventions that will effectively address those needs. Healthcare documentation is also included. The experience includes analyses and application of OT models of practice, standards of practice, and ethics.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0  
Course Clinical Hours at 8:1 ratio: 40

### **OCTH 528 - Matthew 25 (1)**

Department of Occupational Therapy

This is a service learning course enabling students to contribute to mission-based clinical care. Students will participate in the University Hope Clinic under the direction of faculty clinicians offering healthcare as a ministry. Students are assessed on professionalism and participation in occupation-based client care.

### **OCTH 530 - Mental Health: Implications for Occupational Therapy (3)**

This course includes critical reasoning for assessments and interventions for clients' mental health needs. The course explores the use of individual and group interventions and examines current evidence for mental healthcare within community and healthcare settings. The occupational impact of mental illness for the individual, various cultures, and society is analyzed. Didactic and laboratory experiences are included for needed leadership and management of complex behaviors.

Course Didactic Hours: 2  
Course Lab Hours at 3:1 ratio: 2  
Course Clinical Hours at 8:1 ratio: 0

### **OCTH 535 - Neuroscience Applications: OT Implications for Cognition, Behavior, and Neuromotor Control (3)**

This course analyzes current neuroscience evidence and the implications for occupational therapy assessment and intervention. Classroom and laboratory experiences critically examine principles of neuroanatomy, neurophysiology, neurosensory systems, neurobehaviors, cognition, and motor control. Application of current models for neuro-rehabilitation are included.

Course Didactic Hours: 2  
Course Lab Hours at 3:1 ratio: 2  
Course Clinical Hours at 8:1 ratio: 0

### **OCTH 540 - Life Span Critical Reasoning: Clinical Applications (3)**

Using current evidence, the course examines and teaches basic clinical skills necessary to promote optimum occupational performance. Case-based scenarios and practical application are used to enhance student understanding and integration of knowledge and techniques through critical reasoning.

Course Didactic Hours: 2  
Course Lab Hours at 3:1 ratio: 2  
Course Clinical Hours at 8:1 ratio: 0

### **OCTH 547 - Fieldwork IB-Mental Health (1)**

This course focuses on practice experiences including the application of the knowledge, skills, and values learned in the second semester, including mental health services, cognition, behavioral management principles, group programming, and leadership.

Course Didactic Hours: 0  
Course Lab Hours at 3:1 ratio: 0  
Course Clinical Hours at 8:1 ratio: 40

### **OCTH 558 - Matthew 25 (1)**

Department of Occupational Therapy

This is a service learning course enabling students to contribute to mission-based clinical care. Students will participate in the University Hope Clinic under the direction of faculty clinicians offering healthcare as a ministry. Students are assessed on professionalism and participation in occupation-based client care.

### **OCTH 560 - Contemporary Service Delivery and Community Outreach (3)**

This course addresses program development and applies occupational therapy services within the community and emerging practice settings. Content includes developing needs assessments, designing programs, identifying potential funding services, and establishing benchmarks. The designed program will be implemented with follow-up program evaluation. Experiential learning experiences will take place within communities and/or contemporary practice settings.

Course Didactic Hours: 1  
Course Lab Hours at 3:1 ratio: 2  
Course Clinical Hours at 8:1 ratio: 0

### **OCTH 565 - Assistive Technologies, Adaptations, and Environmental Modifications (3)**

This course includes the design and use of assistive technologies, adaptations, and environmental modifications to enhance performance, safety, and independence. Learning experiences include the client and family in the assessment, design, selection, and use of technologies, adaptations, and modifications. Content includes fabrication of technologies and

adaptations. Communities and practice settings are analyzed for accessibility, needed modifications, and compliance to legal requirements.

Course Didactic Hours: 2

Course Lab Hours at 3:1 ratio: 2

Course Clinical Hours at 8:1 ratio: 0

### **OCTH 570 - Service Delivery for the Older Adult Client (3)**

This course is a critical examination of current evidence regarding healthcare needs and interventions for the elder population. The course explores a continuum of care model for effective services for the older adult population. Services include promotion of wellness and illness models of intervention, leisure adaptations, and neurocognition. Experiences include implementing wellness programs and OT's services in adult day care centers, assistive living, long-term care, home health, hospice, and community-based programs. Liability, reimbursement, advocacy, and ethics issues are included.

Course Didactic Hours: 2

Course Lab Hours at 3:1 ratio: 2

Course Clinical Hours at 8:1 ratio: 0

### **OCTH 575 - Research II - Research Design (2)**

This course includes advanced exploration of a research topic or capstone project. Learning experiences include a critical review of research methods, instrumentation, and study designs appropriate for the selected capstone. Critical examination of qualitative and quantitative designs and methods of analyses and their application in healthcare studies are included. Working with a research mentor, the students choose a research/capstone project and related design.

Course Didactic Hours: 2

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **OCTH 577 - Fieldwork IC - Older Adult (1)**

This course applies the knowledge, skills, and values taught within the third semester course in an assigned setting that addresses the needs of older adults. Students are to identify client needs, select the appropriate assessments, and establish client-centered goals and interventions. The role of the OT and other healthcare providers is analyzed. Guidelines for documentation, reimbursement, ethics, and liability issues are included. Students will build on their interpersonal skills to foster professional behavior in the clinical setting.

Course Didactic Hours: 0  
Course Lab Hours at 3:1 ratio: 0  
Course Clinical Hours at 8:1 ratio: 40

### **OCTH 610 - OT Assessments and Interventions for Children and Adolescents (3)**

This course includes experiences to determine the needs of children and adolescents utilizing evidence-based assessment and intervention methods. Learning experiences include the application of critical reasoning within a variety of settings. Experiences synthesize the roles of an occupational therapist and other healthcare providers, as well as integration of professional standards of practice, ethics, advocacy, outcome assessments, liability, documentation, and reimbursement of services. Experiences critically analyze the influence of culture and spirituality in the provision of care.

Course Didactic Hours: 2  
Course Lab Hours at 3:1 ratio: 2  
Course Clinical Hours at 8:1 ratio: 0

### **OCTH 615 - Assessments and Interventions for Adults (3)**

This course addresses working with adult clients and their families to collaboratively determine the needs, evidence-based assessments, and interventions to address impairments, injuries, or illnesses. Experiences include models of practice addressing orthopedic, neurological, cardiovascular/pulmonary, and general healthcare needs. The roles of an occupational therapist and other healthcare providers, as well as professional standards of practice, ethics, advocacy, outcomes assessment, liability, documentation, and reimbursement of services are synthesized. The influence of culture and spirituality in the provision of the most appropriate care is analyzed.

Course Didactic Hours: 2  
Course Lab Hours at 3:1 ratio: 2  
Course Clinical Hours at 8:1 ratio: 0

### **OCTH 620 - Adjunctive Approaches in OT: Physical Agent Modalities and Orthoses (3)**

This course includes the application of adjunctive methods to enhance a client's occupational performance. Case-based application of physical agent modalities is evaluated, including contraindications and safety. The design, fabrication, and care of orthoses are explored in context. Client- and family-education in the care and usage of orthoses and prostheses is included. Professional roles, documentation, reimbursement, safety, and liability are also investigated.

Course Didactic Hours: 2  
Course Lab Hours at 3:1 ratio: 2  
Course Clinical Hours at 8:1 ratio: 0

### **OCTH 625 - Applied Research III - Data Compilation (2)**

This course advances the development and completion of the assigned research/ capstone project. Data collection and analysis will be advanced under the direction of the graduate research mentor.

Course Didactic Hours: 2  
Course Lab Hours at 3:1 ratio: 0  
Course Clinical Hours at 8:1 ratio: 0

### **OCTH 627 - Fieldwork I D - Adults (1)**

This course focuses on fieldwork experience, including adult practice fieldwork experiences, allowing learners to analyze, evaluate, and synthesize the information learned in the fourth trimester. Students are to identify client needs, select the appropriate assessments, and establish client-centered goals and interventions. The roles of OT and other health providers are analyzed. Documentation, reimbursement, ethics, and liability are critically examined. Included is the application of the knowledge, skills, and values learned in the fourth trimester graduate occupational therapy didactic coursework.

Course Didactic Hours: 0  
Course Lab Hours at 3:1 ratio: 0  
Course Clinical Hours at 8:1 ratio: 40

### **OCTH 630 - Contemporary Practice Areas (4)**

This course includes professional development in the knowledge, values, and skills for specialty areas of treatment, including upper extremity and hand rehabilitation, low vision, ergonomics and work roles, dysphagia, driving rehabilitation, lymphedema, sensory integration, and vestibular rehabilitation. Exploration of the provision of these services and the role of the OT in private, community, industrial, and physician practice settings are included. Service provider, consultant, and program designer roles are explored.

Course Didactic Hours: 3  
Course Lab Hours at 3:1 ratio: 2  
Course Clinical Hours at 8:1 ratio: 0



## **OCTH 635 - OT Within the School Setting (2)**

This course includes critical application of the roles and evidence-based services provided by occupational therapy within the school setting. The role of OT and OTA and other school-based team members, including parents, guardians, and teachers, is explored. Evidence-based interventions are critically examined. Regulatory guidelines, documentation, IEPs, equipment, and accessibility issues are covered. Professional leadership, advocacy, ethics, liability, and supervision are included. The profession's services to enhance educational outcomes are analyzed.

Course Didactic Hours: 2

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

## **OCTH 640 - Advocacy, Leadership, and Organizational and Professional Development (4)**

This course includes applied advocacy, management, supervision, and leadership projects. Development of a professional practice, that includes a mission, a vision, strategic and business plans, policies and procedures, job descriptions, performance benchmarks, and appraisal methods, is covered. Also included are related interviews, supervision, and leadership models. Trends in healthcare systems, management principles, promotion and marketing, liability, consultation, advocacy, and consulting roles are explored. Development of advancement plans, including goals for advanced practice certifications and fieldwork supervision, are included.

Course Didactic Hours: 2

Course Lab Hours at 3:1 ratio: 4

Course Clinical Hours at 8:1 ratio: 0

## **OCTH 647 - Fieldwork IE - Pediatrics (1)**

This course focuses on fieldwork experience that includes pediatric practice experiences in healthcare settings. Experiences include analyses, evaluation, and synthesizing the OT process for children and adolescents. Students are to identify client needs, select assessments, and establish client-centered goals and interventions. The roles of OT and other health providers are analyzed. Guidelines for documentation, reimbursement, ethics, and liability issues are included. Evidence-based service delivery that is client- and family-centered and culturally and spiritually appropriate is developed.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 40

### **OCTH 657 - Fieldwork IF - School based OT (1)**

This course focuses on fieldwork experience, including pediatric practice experiences in school-based settings. Experiences include analyses, evaluation, and synthesizing the OT process for children and adolescents. Students are to identify client needs, select assessments, and establish client-centered goals and interventions. The roles of OT and other team members are analyzed. Guidelines for documentation, reimbursement, ethics, and liability issues are included. Evidence-based service delivery that is student and education team-centered and culturally and spiritually appropriate is developed.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 40

### **OCTH 670 - Professional Seminar (1)**

This course uses critical analyses of professional entry competencies for the occupational therapists, including certification and licensure responsibilities. A tripartite programmatic review is conducted. Experiences focus on critical appraisal of components of a program evaluation, including educational, employment, certification results, fieldwork, research/scholarship success, and service/ community outreach outcomes. Evaluation data will be critically examined with developed improvement plans captured in a strategic planning process.

Course Didactic Hours: 1

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **OCTH 677 - Fieldwork IIA (6)**

This course, the Level II Fieldwork experience, is provided to strengthen the didactic learning experiences of the curriculum. The student's professional service delivery of client services under supervision is evaluated. Experiences are selected for the quality and compatibility with the institution's curriculum design. Application of the didactic and Level I fieldwork knowledge, skills, and values are enhanced with client-centered services, including professional mentorship and role modeling.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 480

### **OCTH 680 - Research IV - Dissemination (1)**

This course is a culminating research experience that includes the delivery of a professional presentation of a defense of the research/capstone project results and implications for OT practice.

Course Didactic Hours: 1

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **OCTH 687 - Fieldwork IIB (6)**

This course, the Level II Fieldwork experience, is provided to strengthen the didactic learning experiences of the curriculum. Students' professional service delivery of client services under supervision is evaluated. Experiences are selected for the quality and compatibility with the institution's curriculum design. Application of the didactic and Level I fieldwork knowledge, skills, and values is enhanced with client-centered services, including professional mentorship and role modeling.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 480

## **Pharmacy**

### **PHRM 523 - Advanced Pharmacotherapy (3)**

This course increases the student's understanding of fundamental drug actions at the cellular level and their effects on human systems. Principles of pharmacodynamics and pharmacokinetics, receptor site physiology, toxicology, side effects, indications, and contraindications are emphasized for each group of drugs. Emphasis is placed on the interaction between pharmacotherapy and pathophysiology.

Course Didactic Hours: 3

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **PHRM 524 - Pharmacology in Nurse Anesthesia (3)**

*Prerequisites:* PHRM 523

This course examines the pharmacodynamics and pharmacokinetics of anesthetic and accessory drugs used in anesthesia practice. Receptor site physiology, mechanisms of action, factors modifying drug effects, toxicity, and indications and contraindications for use are

emphasized. Principles of biochemistry are integrated.

Course Didactic Hours: 3

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

## **Religion**

### **REL P 510 - Spirituality, Health, and Wholeness (3)**

This course explores the interrelationship between spirituality and healthcare delivery. Emphasis is placed upon real life experiences and contextual influences in specialty healthcare practice. Topics may include: identification and assessment of spirituality, the relationship between spirituality and the mind and body, spiritual development across the life span, spiritual care giving, spiritual self-care, spiritual interventions, and diverse religious/spiritual perspectives on wellness and illness.

Course Didactic Hours: 3

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **REL P 610 - Role Fidelity and the Exercise of Power (1)**

This course places emphasis on the biblical perspective of servant leadership in the use of authority. Issues pursued include the recognition of boundaries in personal relations within the workplace and balancing role fidelity with personal integrity.

Course Didactic Hours: 1

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

### **REL T 510 - Identity and Mission in Faith-Based Healthcare (2)**

This course addresses the mission and practices of faith-based healthcare. A wide range of assignments and readings, biblical and elsewhere, provide the health care provider in training with a broader understanding of the spiritual dimensions of healthcare. Topics include human identity as "the image of God" and "child of God", spirituality across faith traditions, compassionate whole person care, and aspects of bioethics related to human dignity, autonomy and beneficence.

## **Research**

### **RSCH 512 - Research and Evidence-Based Practice (3)**

This course is designed to give students an overview of quantitative and qualitative research processes. Students explore principles of research design, measurement, data collection, sampling, and data analysis through critical examination of published studies. Principles of evidence-based practice are incorporated in order to assess the state of the science and direct decision-making in specialty healthcare practice.

Course Didactic Hours: 3

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

## **Statistics**

### **STAT 515 - Scientific Inquiry and Research (3)**

This course is a review of research designs and scientific methods of research, including concepts of validity, reliability, and standardization leading to the systematic evaluation and application of evidence-based research. The course covers qualitative and quantitative data analyses including one-sample, correlation and regression, analysis of variance and covariance, factorial and multivariate, and nonparametric methodologies relevant to healthcare. The utilization of scientific evidence through scholarly inquiry to improve business, as well as clinical processes and ultimately patient outcome, is emphasized.

Course Didactic Hours: 0

Course Lab Hours at 3:1 ratio: 0

Course Clinical Hours at 8:1 ratio: 0

## **Physician Assistant**

### **PHAS 501 - Introduction to the PA Profession (1)**

Physician Assistant Program

This course explores the history of the Physician Assistant (PA) profession and current trends affecting the profession. Students will gain insight into professional ethics and conduct as well

as the role of a PA as a healthcare provider. Students also will be informed of professional organizations, program accreditation, employment considerations and professional liability issues

#### **PHAS 505 - Patient Assessment I (4)**

This course introduces students to the skills of conducting a proper patient medical history and a focused and multisystem physical examination. Students will incorporate the knowledge of body system anatomy and physiology with proper use of diagnostic equipment in the performance of a complete physical examination.

#### **PHAS 506 - Patient Assessment II (4)**

*Prerequisites: PHAS 505*

*All prerequisites must be completed with a minimum grade of "B" (3.00)*

In this course, students will build on knowledge and skills learned in PHAS 505 *Patient Assessment I*, to perform patient medical histories and physical examinations. Students will participate in case-based assessments of patients. Practice in the use of diagnostic equipment will be incorporated.

#### **PHAS 512 - Clinical Medicine I (5)**

Objectives of this course include dissemination and knowledge building concerning pathology of disease by body system and medical specialty. Relevant review of laboratory and radiology interpretation will also be utilized in discussion and presentation. Topics include ophthalmology, otolaryngology, pulmonary and cardiology studies.

#### **PHAS 513 - Clinical Medicine II (6)**

*Prerequisites: PHAS 512*

*All prerequisites must be completed with a minimum grade of "B" (3.00)*

This course will comprise further system evaluation regarding disease processes and their manifestations. Through the use of lectures and interactive exercises, students will add to the fund of knowledge acquired in PHAS 512 *Clinical Medicine I*. Topics will include studies of the gastrointestinal system, infectious disease, neurology, orthopedics and endocrinology.

#### **PHAS 514 - Clinical Medicine III (3)**

*Prerequisites: PHAS 513*

*All prerequisites must be completed with a minimum grade of "B" (3.00)*

Students will continue their study of disease processes as it relates to specific body

systems. Utilizing principles of advanced anatomy and pathophysiology, students explore how disease processes can disrupt normal body systems function and best practice to determine origin and treatment modalities. Systems will include genitourinary and psychiatric disorders and encompass discussions regarding preventive and alternative medicine.

### **PHAS 515 - Gross Anatomy (3)**

This course will broaden the student's knowledge of human anatomy. Body system functions, interactions, and locations of specific structures will be explored in depth. Emphasis will be placed on these components as they enhance examination skills and clinical applications.

### **PHAS 520 - Patient-Centered Healthcare I (2)**

Students will explore healthcare delivery from a patient-centered perspective. Students will address social, ethnic and religious issues in the development, evaluation and implementation of therapeutic goals. Students will learn to develop strategies for patient education, counseling, and preventive measures in light of the above.

### **PHAS 521 - Patient-Centered Healthcare II (1)**

*Prerequisites:* **PHAS 520**

*All prerequisites must be completed with a minimum grade of "B" (3.00).*

Students will continue their study of concepts learned in PHAS 520 to deepen their understanding of ethical and moral imperatives in health care. Considerations of risk management, medico-legal issues, patient informed consent and confidentiality will be explored. Students will explore the impact of health care policy and socioeconomic status on decision-making and healthcare delivery.

### **PHAS 522 - Pathophysiology I (2)**

Students will learn in-depth concepts of physiology as they relate to the etiology of disease. Students will learn principles of multisystem function and dysfunction at the cellular and molecular levels, especially as they relate to homeostatic function.

### **PHAS 524 - Pharmacology I (2)**

This course introduces students to the pharmacodynamics, pharmacokinetics and pharmacotherapeutics of medication usage and prescribing. Principles of the use of pharmacotherapeutics will be explored through lecture and interactive exercises. Focus will be placed on the enhancement of patient care in the clinical setting.

### **PHAS 532 - Pathophysiology II (3)**

*Prerequisites:* **PHAS 522**

*All prerequisites must be completed with a minimum grade of "B" (3.00)*

Building on the concepts learned in PHAS 522 *Pathophysiology I*, students will continue to study about the principles of multisystem function and dysfunction at the cellular and molecular levels. This study will culminate in a better understanding of the pathophysiologic processes of the human body.

### **PHAS 534 - Pharmacology II (3)**

*Prerequisites:* **PHAS 524**

*All prerequisites must be completed with a minimum grade of "B" (3.00)*

In this course, students build on knowledge obtained in PHAS 524 *Pharmacology I*, in deepening their understanding, and continue their pursuit of acumen relevant to the application of pharmacology to disease process. Students will incorporate a review and evaluate current literature and evidence of pharmacologic uses to return patients to a state of wellness. The use of pharmacological agents on a variety of conditions including infectious processes, gastrointestinal issues, neurological disorders, pain management, and inflammatory processes, among others will be addressed.

### **PHAS 535 - Clinical Research Methods (1)**

Students will evaluate current medical literature to determine validity based on statistical and clinical outcomes. Emphasis will be placed on the use, appropriateness, and understanding of common biostatistic methods and epidemiologic approaches employed by the health care professions as a basis for clinical judgment. Empirical data regarding medicine and patient care, as well as those used in the surveillance and investigation of health-related states or events will be explored.

### **PHAS 540 - Clinical Correlations (4)**

Students will utilize the various concepts of patient evaluation and care. Analytical reasoning, system disease processes, and diagnostic methods in case-based scenarios combine to form differential diagnoses, final diagnosis, and therapeutic treatment plans. Discussion groups, patient simulation and various laboratory procedures will be employed to prepare students for real world experiences in medical practice.

### **PHAS 545 - Genetics (3)**



Students will explore the role genetic factors play in the maintenance of health and the development of disease. Students will learn effective methods to uncover a patient's genetic predisposition for disease development and how to teach the patient to adopt a preventive healthy lifestyle.

### **PHAS 550 - Emergency Medicine (2)**

Students will become familiar with cases which commonly present to emergency departments. Students will learn to identify illness, trauma, and best practice for stabilization of these presentations. Case-based scenarios and patient simulations will also be utilized. In this course, students will also become certified in Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS).

### **PHAS 560 - Healthcare Disparities (2)**

In this course, students will study the issues regarding evaluation and treatment of patients in women's health, pediatrics and geriatrics. Students will also explore the diverse and unique issues affecting patients in rural and underserved populations.

### **PHAS 570 - Medical Procedures (3)**

In this lab intensive course, students will learn skills and techniques in the treatment of patients with a variety of settings. Suturing, splinting, wound care, intravenous and intraosseous insertions, nasogastric intubation and Foley catheter insertions will be demonstrated and practiced. Students will also be introduced to pre-operative, intra-operative, and post-operative care, and to minor surgical procedures.

### **PHAS 599 - Clinical Orientation (1)**

Students will learn about professionalism in the clinical setting, patient confidentiality, and HIPAA and OSHA requirements. They will study issues regarding medical errors and their avoidance and the use of electronic medical record systems. The students will also examine the concept of interdisciplinary teams in healthcare delivery and the role it plays in patient outcomes.

### **PHAS 600 - Primary Care Rotation (5)**

This 5 week clinical rotation will focus on primary care medicine. This rotation may include family practice and rural healthcare settings. The student will learn about evaluation, diagnosis and therapeutic planning related to a variety of acute and chronic illnesses and injuries. Students will develop their skills in dealing with patients and patient education.

### **PHAS 601 - Professional Development (1)**

Students will develop a professional resume and will explore topics ranging from employment strategies, medical malpractice, and reimbursement issues.

### **PHAS 610 - Internal Medicine Rotation (5)**

This 5 week clinical rotation focuses on the practice of internal medicine. Students will have the opportunity to deal with a variety of complex adult acute and chronic diseases and discover best practice methods for diagnosis and treatment of these issues.

### **PHAS 612 - Capstone Preparation (1)**

Students will learn the basics of developing a capstone project and will identify a topic which they wish to research and present. Students will be encouraged to explore topics which deal with applying classroom learning to clinical settings. These concepts will then culminate into a fully developed research in PHAS 690 *Capstone Project*.

### **PHAS 615 - Pediatric Rotation (4)**

This 4 week rotation will focus on pediatric patients. Students will learn about this specialty of medical practice and how to differentiate presentations in the pediatric population from those in an adult population.

### **PHAS 618 - Summative Evaluation (1)**

The objective of this course is for the student to demonstrate his/her grasp of all the didactic and clinical knowledge learned throughout the program. This will be achieved through exercises in performing complete history and physical examinations, and the demonstration of interpersonal skills. The students will also complete an end of program written examination.

### **PHAS 620 - Women's Health Rotation (5)**

This 5 week clinical rotation exposes students to the practice of women's health. Students will learn about evaluation and treatment of a variety of gynecologic and obstetrical problems as well as other issues which are specific to women.

### **PHAS 625 - Emergency Medicine Rotation (5)**

In this 5 week rotation, students will experience a wide variety of clinical presentations common in emergency medicine practice. Students will learn methods for determining critical versus noncritical presentations and methods of patient stabilization. Students will have the opportunity to apply many of the procedures and techniques learned in their medical procedures course.

#### **PHAS 630 - General Surgery Rotation (4)**

This 4 week rotation introduces students to practical concepts and principles in surgery. The students will have the opportunity to interact with surgeons in a variety of surgical cases and to explore a range of surgical therapeutics.

#### **PHAS 635 - Behavioral Health/Psychiatry Rotation (4)**

In this 4 week rotation, students will have the opportunity to participate in the evaluation and treatment of patients with a variety of behavioral and psychiatric conditions. Students will gain knowledge about the intricacies of psychiatric illness through active involvement in the diagnosis and management of patients.

#### **PHAS 645 - Elective Clinical Rotation (4)**

Students will participate in a 4 week rotation in a medical specialty of their choice. Students will also participate in a medical mission field project that will be arranged through the University.

#### **PHAS 650 - Elective Clinical Rotation (4)**

Students will participate in a 4 week rotation in a medical specialty of their choice. Students will also participate in a medical mission field that will be arranged through the University.

#### **PHAS 660 - PANCE Preparation (2)**

This course is a review of program subject matter. Students will participate in practice examinations designed to prepare them for the Physician Assistant National Certifying Examination (PANCE) administered by the National Commission on the Certification of Physician Assistants (NCCPA). This test is a post-graduate requirement for all PAs intending to obtain initial licensure in any of the 50 U.S. states.

## **PHAS 690 - Capstone Project (1)**

*Prerequisites:* **PHAS 612**

*All prerequisites must be completed with a minimum grade of "B" (3.00)*

This course is the culmination of the preparatory course PHAS 612 Capstone Preparation. By the completion of this course, students will have fully developed research that reflects the student's knowledge and findings regarding his/her chosen topic. The findings will be presented in written as well as oral format.

## **Faculty**

The academic rank of the faculty member and the department in which that person serves immediately follow the member's name. The degrees earned and the college or university granting the degree follow. Professional certification is the last item in the entry.

**Jennifer Alleyne**, Assistant Professor, R. A. Williams Library  
B.A., Webster University; B.A. English, York University; M.A., University of South Florida.

**Len M. Archer**, Professor, Department of Academic Administration  
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**Karen Austin**, Associate Professor of Biology, Department of Health and Biomedical Sciences  
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**Angelina Bean**, Assistant Professor, Department of Nursing  
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**Scott Bennie**, Professor, Department of Physical Therapy  
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**Lenore Brantley**, Professor of Psychology, Department of Health and Biomedical Sciences  
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**Deziree Brooks**, Department of Diagnostic Medical Sonography  
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**Marlene Watson**, Assistant Professor, Department of Nursing  
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B.A., Western Michigan University; M.A., University of Michigan; Ph.D., Michigan State University.

## **Professional Faculty**

Althiea Farrell, M.S.

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Jessica Lower, M.Ed.

Judith Shamp, M.Ed., M.A.

Sagrika Sahu, M.S.

## **Adjunct Faculty**

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Manish Bhatt, M.B.A.

Holly Bostick, B.S., RDMS

Donna Burske, M.Div.

Bethany Coz, M.S.

Stephen Deans-Zirattu, M.A.

Lori Engel, M.Div.

Ted Hamilton, M.D.

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Kelly Moore, M.A.M.S., M.B.A.  
Steven Paquet, M.S.  
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Danielle Queening, B.S.  
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Carolyn Sithong, M.S., OTR/L  
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Rilla Taylor, Ed.D.  
Elizabeth Thazhmon, M.B.B.S.  
Michael Tran, M.S., C.R.N.A.  
Seemi Umani, M.B.B.S., M. Phil.  
Laurie Wenzel, M. S.  
Jan Wooten, B.S., OTR/L

## Directory

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Senior Vice President for Academic Administration

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Vice President for Student Services

**Len M. Archer, Ph.D.**

Associate Vice President for Academic Administration

## **Associates in Administration**

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**Carol Bradfield, Ph.D.**

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**Janet Calderón, Ph .D.**

Registrar

**Deanna Flores, M.L.I.S**

Director of the R .A. Williams Library

**Ruby Gutierrez, B.A.**

Director of Student Experience

**Stefanie Johnson, B.A.**

Director of Grants Management

**Roy Lukman, Ph.D.**

Director of Institutional Effectiveness

**Yvette Saliba, M.A., N.C.C.**

Director of the Center for Academic Achievement

**Katie Shaw, B.A.**

Director of Enrollment Services

**Selena Seballo, B.B.A.**  
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**Fred Stephens, M.B.A.**  
Director for Human Resources

**Travis Wooley, M.S.**  
Director for Information Technology

## **Board of Trustees**

The following individuals were elected to the Board of Trustees by the College constituency. Further information about them, their activities, and their connection with ADU may be obtained by contacting them directly. Each member's position on the Board, as well as his or her occupation, appears after his or her name.

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