



Rocky Mountain University of Health Professions

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Mission, Vision, and Core Values

Mission Statement

We develop healthcare professionals and leaders to advance evidence-based practice and improve the human condition.

Vision Statement

We will be a leading force in transformative healthcare education by removing barriers to career advancement and upholding the highest standards of educational excellence.

Core Values

- **Authentic:** We recognize our imperfections and welcome growth stemming from both success and failure. We believe in our unlimited capacities to find solutions. We model gratitude. We seek to understand, to empathize, and to forgive.
- **Collaborative:** We learn and create within and across teams to innovate, foster change, implement strategy, ensure accountability, and celebrate achievement.
- **Inclusive:** By honoring our differences and similarities, we strengthen institutional and community connections.
- **Learning-Centered:** By challenging thinking, encouraging growth, and exploring possibilities within a supportive learning environment, we empower learners to rise to their highest potential.
- **Service-Oriented:** Because we value people above all else, we serve each other, our patients and clients, our communities, and the world.

Mission Fulfillment Goals

1. **Developing Evidence-Based Practitioners** – RMU develops evidence-based practitioners by educating current and future healthcare professionals to synthesize evidence-based principles into practice.
2. **Elevating Clinical Inquiry Proficiency** – RMU elevates clinical inquiry proficiency through learning experiences that challenge practice standards, expand evidence-based practice, increase clinical research, develop healthcare change agents, and encourage experiential learning.
3. **Ensuring Educational Quality** – RMU ensures educational quality through student-centered academic programs, services, and continuous improvement.
4. **Nurturing Student Success** – RMU nurtures student success by engaging students in professional and personal growth opportunities.

Institutional Accreditation

RMU holds a certificate of post-secondary state authorization with the state of Utah; Utah Division of Consumer Protection 160 East 300 South Salt Lake City, UT 84111 <http://consumerprotection.utah.gov/complaints/index.html>, and <http://dcp.utah.gov/registrations/state-authorization.html>.

RMU is accredited by the [Northwest Commission on Colleges and Universities](#) (NWCCU; 8060 165th Avenue NE Ste 100, Redmond, WA 98052-3981), an institutional accrediting body recognized by the Secretary of the U. S. Department of Education.

The Emergency Nurse Practitioner certificate program at Rocky Mountain University of Health Professions has been granted academic program validation from the American Academy of Emergency Nurse Practitioners, 7729 E. Greenway Road, #300 Scottsdale, AZ 85260, 480.585.6105 <https://www.aaenp-natl.org>

The Physical Therapy Fellowship in Neonatology at Rocky Mountain University of Health Professions is accredited by the American Board of Physical Therapy Residency and Fellowship Education (1111 N. Fairfax St., Alexandria, VA, 22314, 800-999-2782). <http://www.abptrfe.org/Home.aspx>.

The Accreditation Council on Optometric Education (ACOE) has granted Rocky Mountain University of Health Professions the preaccreditation status of Preliminary Approval. Preliminary Approval status signifies satisfactory progress toward accreditation. Achieving Preliminary Approval status is not a guarantee that the ACOE will grant Rocky Mountain University of Health Professions an accreditation status. Participants who graduate from a program in Preliminary Approval status are not deemed to have completed an accredited program. For more information, see the ACOE's website at www.theACOE.org.

The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

The [Accreditation Review Committee on Education for the Physician Assistant \(ARC-PA\)](#) has granted Accreditation-Continued status to the Rocky Mountain University of Health Professions Physician Assistant Program sponsored by Rocky Mountain University of Health Professions. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2029. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. Address: 12000 Findley Road, Suite 150, Johns Creek, GA, 30097, email: arc-pa@arc-pa.org; Website: <http://www.arc-pa.org/>.

The Master of Science (M.S.) education program in Speech-Language Pathology at Rocky Mountain University of Health Professions is accredited by the [Council on Academic Accreditation in Audiology and Speech-Language Pathology \(CAA\)](#) of the American Speech-Language-Hearing Association (2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700).

The Clinical Mental Health Counseling and School Counseling master's degree programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and have been determined to be... "in full compliance with all applicable accreditation standards and policies." The accreditation

cycle for the Clinical Mental Health counseling and School counseling specialty areas runs through October 31, 2031.

Noted limitations – Post master's counseling certificate programs are not accredited by CACREP, nor are the additional three MS Degree programs offered (Addictions Counseling; Marriage, Couples, and Family Counseling; Clinical Rehabilitation Counseling) <https://www.cacrep.org>

The Doctor of Physical Therapy (DPT) program is accredited by the [Commission on Accreditation in Physical Therapy Education](#) (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org).

The Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), and post-graduate APRN certificate programs at Rocky Mountain University of Health Professions are accredited by the [Commission on Collegiate Nursing Education](#), Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791, <http://www.ccneaccreditation.org>.

As they occur, updates regarding RMU's accreditation statuses are posted to the University's website.

Governance and Administration

Administration

The University is administrated by the various administrative officers and heads of organizational units listed below, and by various other officers and committees. The Board of Trustees (BoT) guides, advises, and oversees the University relative to fulfilling its mission. The Executive Vice President of Academic Affairs & Provost, Program Directors (PDs), and faculty design and coordinate the various academic programs.

Administrative Officers

- **President** – Cameron K. Martin, PhD
- **Executive Vice President of Academic Affairs & Provost** – Malissa Martin, EdD, AT-Ret
- **Executive Vice President of Finance / Chief Financial Officer** – Jeffrey B. Bate, MBA
- **Executive Vice President of University Relations** – Stephen L. Whyte, MPA
- **Vice President of Technology & Innovation / Chief Information Officer** – Dan Harmuth
- **Chief of Staff** – Richard Peterson, MBA
- **Vice President of Enrollment, Marketing, and Communications** – Dana L. Costa, MBA
- **Senior Executive Director of the RMU Foundation, Ex Officio** – Jeffrey L. Fisher
- **Vice Provost** – Tom Cappaert, PhD
- **Dean, College of Rehabilitation Sciences** – Jeff Lau, PT, DPT, PhD, CMPT
- **Dean, College of Health Sciences** – Ericka Zimmerman, EdD, LAT, ATC, FNAP
- **Dean, College of Optometric Medicine, Interim** – Donnie C. Akers, OD
- **Assistant Dean, College of Health Sciences** – Jennifer Austin McCrae, PhD, ATC

Board of Trustees

- **Chair** – Michael Skurja, Jr., DPT, ECS (Emeritus)
- **Vice Chair** – Gregory D. Myer, PhD, FACSM, CSCS*D
- **Secretary** – Susan Lucht, OTD, OTR/L
- **Treasurer** – Mike Held, MBA
- Jessica Egbert, PhD, FFSMB
- Leah I. Fullman, ScD CCC-SLP
- Sunnie Giles, PhD, MBA
- Mary Jane Harris, PT, MS, DSc (Hon)
- Lily S. Hsu, EdD
- Richard P. Nielsen, PT, DHSc, ECS
- Michael Nelson, DHSc, DMSc, MPAS, PA-C
- James Suel
- Rogan Taylor, PT, DPT
- Roy Zwahlen, JD
- Cameron K. Martin, PhD (Ex Officio)

Colleges and Program Leadership

College of Health Sciences

Doctor of Philosophy in Health Sciences (PhD-HS)

- Program Director – Jennifer Austin McCrae, PhD, LAT, ATC, GTS
- Sr. Instructor and Director, Human Research Protection Program – Darcy Hammar, CIM

Department of Nursing

- Department Chair – Janet Noles, PhD, APRN, FNP-BC, FAANP

Doctor of Nursing Practice (DNP)

- Program Director – Janet Noles, PhD, APRN, FNP-BC, FAANP

Doctor of Nursing Practice, Family Nurse Practitioner (DNP-FNP)

- Program Director – Janet Noles, PhD, APRN, FNP-BC, FAANP

Master of Science in Nursing – Adult Gerontology Acute Care Nurse Practitioner (MSN-AGACNP)

- Program Director – Kristina Davis, ENP-C, FNP-C, AGACNP-BC

Master of Science in Nursing – Family Nurse Practitioner (MSN-FNP)

- Program Director – Megan O’Neil, DNP, APRN, FNP-C, OCN

Master of Science in Nursing – Family Nurse Practitioner and Adult Gerontology Acute Care Nurse Practitioner (MSN-FNP/AGACNP)

- FNP Program Director – Megan O’Neil, DNP, APRN, FNP-C, OCN
- AGACNP Program Director – Kristina Davis, ENP-C, FNP-C, AGACNP-BC

Master of Science in Nursing – Family Nurse Practitioner and Emergency Nurse Practitioner (MSN-FNP/ENP)

- FNP Program Director – Megan O’Neil, DNP, APRN, FNP-C, OCN
- ENP Program Director – Kristina Davis, ENP-C, FNP-C, AGACNP-BC

Master of Science in Nursing – Family Nurse practitioner and Psychiatric Mental Health Nurse Practitioner (MSN-FNP/PMHNP)

- FNP Program Director – Megan O’Neil, DNP, APRN, FNP-C, OCN
- PMHNP Program Director – Allyce Jones, DNP, MSN, PMHNP-BC, APRN, NCMP, PMH-C

Master of Science in Nursing – Psychiatric Mental Health Nurse Practitioner (MSN-PMHNP)

- Program Director – Allyce Jones, DNP, MSN, PMHNP-BC, APRN, NCMP, PMH-C

Post-Graduate Emergency Nurse Practitioner Certificate (ENPC)

- Program Director – Kristina Davis, ENP-C, FNP-C, AGACNP-BC

Post-Master’s Adult Gerontology Acute Care Nurse Practitioner (AGACNPC)

- Program Director – Kristina Davis, ENP-C, FNP-C, AGACNP-BC

Post-Master’s Family Nurse Practitioner Certificate (FNPC)

- Program Director – Megan O’Neil, DNP, APRN, FNP-C, OCN

Post-Master's Family Nurse Practitioner Certificate / Emergency Nurse Practitioner Certificate (FNPC/ENPC)

- FNP Program Director – Megan O'Neil, DNP, APRN, FNP-C, OCN
- ENP Program Director – Kristina Davis, ENP-C, FNP-C, AGACNP-BC

Post-Master's Family Nurse Practitioner Certificate / Psychiatric Mental Health Nurse Practitioner Certificate (FNPC/PMHNPC)

- FNP Program Director – Megan O'Neil, DNP, APRN, FNP-C, OCN
- PMHNPC Program Director – Allyce Jones, DNP, MSN, PMHNPC-BC, APRN, NCMP, PMH-C

Post-Graduate Psychiatric Mental Health Nurse Practitioner Certificate (PMHNPC)

- Program Director – Allyce Jones, DNP, MSN, PMHNPC-BC, APRN, NCMP, PMH-C

Department of Physician Assistant Studies

Doctor of Medical Science (DMSc)

- Program Director – Bartley Rust, DHSc, PA-C

Master of Medical Science (PA)

- Program Director – Bryan Nelson, DMSc, MMS, PA-C
- Director of Clinical Education – Amber Collins, PhD, MEd
- Director of Didactic Education – Lauren Stanford, DMSc, MPAS, PA-C
- Director of Program Operations – Cecile Pryor, MPH
- Medical Director – Eric Smart, MD, FACEP

Department of Professional Counseling

- Department Chair – Verl T. Pope, EdD, LPC, CMHC, NCC, CCMHC, ASC

Master of Science in Addictions Counseling (MSCo-AC)

Master of Science in Clinical Mental Health Counseling (MSCo-MHC)

Master of Science in Clinical Rehabilitation Counseling (MSCo-CRC)

Master of Science in Marriage, Couples, and Family Counseling (MSCo-MCFC)

Master of Science in School Counseling (MSCo-SC)

- Program Director, Interim – Tiffany Nielson, PhD, LPC (ID), LPC (IL), NCC

College of Optometric Medicine

Doctor of Optometry (OD)

- Dean, Interim – Donnie C. Akers, OD
- Associate Dean of Clinical Affairs – Court Wilkins, OD, MHS, FAAO

College of Rehabilitation Sciences

Department of Speech-Language Pathology

Doctor of Speech-Language Pathology (SLPD)

- Program Director – Sandra Combs, PhD, CCC-SLP
- Assistant Program Director – Courtney V. Moore, ClinScD, CCC-SLP
- Capstone Coordinator – Kelly Robinson, ClinScD, CCC-SLP

- Assistant Capstone Coordinator – Brigitta Walker, SLPD, CCC-SLP
- Concentration Track Director, Healthcare Professions Education – Amber Heape, CScD, CCC-SLP, FNAP, CDP, CMDCP

Master of Science in Medical Speech-Language Pathology (MS MedSLP)

- Program Director – Wendy Chase, MA, CCC-SLP, CHSE
- Director of Clinical Education – ElBea Stonier, MS, CCC-SLP

Department of Occupational Therapy

- Department Chair – Bryan Gee, PhD, OTR/L, BCP

Doctor of Occupational Therapy (OTD)

- Program Director – Bryan Gee, PhD, OTR/L, BCP, CLA, FAOTA
- Academic Fieldwork Coordinator – Karen Shavit-Buckley, EdD, MS, OTR/L
- Doctoral Capstone Coordinator, Interim – Raegan Furman, PhD, OTR/L, BCP

Post-Professional Doctor of Occupational Therapy (pOTD)

- Program Director – Matt P. Malcolm, PhD, OTR/L, FAOTA
- Doctoral Capstone Coordinator – Robert Krueger, PhD, OTD, OTR/L
- Concentration Track Directors:
 - Advanced Practice – Ellen Hudgins, OTD, OTR/L, ITOT
 - Aging – Matt P. Malcolm, PhD, OTR/L, FAOTA
 - Assistive Technology – Lynn Gitlow, PhD, OTR/L, ATP, FAOTA
 - Education – Robert Krueger, PhD, OTD, OTR/L
 - Hand Therapy – Matt P. Malcolm, PhD, OTR/L, FAOTA
 - Leadership – Ellen Hudgins, OTD, OTR/L, ITOT
 - Pediatrics – Latoya Henry, OTD, OTR/L

Master of Occupational Therapy (MOT)

- Program Director – Sheri Montgomery, EdD, OTD, OTR/L, FAOTA
- Academic Fieldwork Coordinator – Danielle Acurio, OTD, OTR/L

Doctor of Physical Therapy (DPT)

- Program Director and Department Chair – Steven G. Wilkinson, PT, PhD
- Assistant Program Directors:
 - Joel Tenbrink, PT, DPT
 - Miriam Cortez-Cooper, PT, PhD
 - Michael Bartholomew, PT, DPT, PhD (Interim)
- Co-Directors of Clinical Education –
 - Timothy Stevenson, PT, DPT
 - Will Sykes, PT, DPT
- Director of Accreditation and Assessment – David Paulson, PT, DPT, OCS

Post-professional Doctor of Physical Therapy in Pediatric Science – Pediatric Science (pDPT)

- Program Director – Janet Tankersley, PT, DPT, PhD, PCS

Academic Roles

Executive Vice President of Academic Affairs & Provost

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

College Deans

Academic Deans work closely with academic administration to provide intellectual leadership for professional and post-professional programs housed in their college. Deans serve a central role in college administration and leadership, and collaborate with other members of the University's administration on assessment, educational policy, strategic planning, budget, and academic issues. Deans report directly to the Executive Vice President of Academic Affairs & Provost, may be members of the President's Cabinet, and are ex-officio members of the Academic Leadership Council. General responsibilities include overseeing programs housed in their college. The Dean's major role is to assure academic integrity, viability, and excellence of all University academic programming housed within their college. The College Deans oversee all Program Directors and Department Chairs within their college.

Program Directors (PDs)

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

Faculty Members

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

University Governance

RMU is governed by a Shared Governance Model. The Board of Trustees, who determines the overall policy and direction of the University, in conjunction with the Executive Council (EC), President's Cabinet (PC), Academic Leadership Council (ALC), Employee Senate, Faculty Senate, and Student Senate.

Executive Council – The university is led by an Executive Council of professional- and academically-qualified administrators, consisting of administrative positions including: the President, Executive Vice President of Strategy & Engagement, Chief of Staff for the Office of the President, the Executive Vice-President of Academic

Affairs & Provost, Vice-Provost of Academic Affairs & Post-Professional Programs, and the Executive Vice-President of Finance and Operations.

Cabinet – The Cabinet serves as a pivotal decision-making and coordination body, tasked with tackling paramount issues brought forth through the Academic Leadership Council (ALC), University Collaborative Council (UCC), Deans Council, and the University Senates, representing faculty, staff, and students. The Cabinet is made up of professional- and academically-qualified administrators, consisting of the President, the Executive Vice President of Academic Affairs & Provost, the Executive Vice President of Finance/ CFO, the Executive Vice President of Communications & External Affairs, Chief of Staff of the Office of the President, the Vice President of Technology & Innovation/CIO, Vice President of Institutional Effectiveness, the Vice President of Academic Administration, the Vice Provost, the Assistant Vice President of Financial Aid, Vice President of Human Resources, and the Sr. Executive Assistant to the Office of the President

University Collaborative Council – The University Collaborative Council (UCC) is the University's primary form of participatory governance and collaboration, charged to serve the interests of the University, receive and share information, and to be a champion of the University. The Council is made up of representatives from all campus stakeholder groups and includes: all members of the Cabinet; all college Deans; representatives from the Faculty and Employee Senates; senior leadership from administrative departments including Academic Administration, Enrollment Management/Admissions, Facilities/Operations, Finance, Office of Student Engagement & Success, and University Marketing & Communications; the NWCCU Accreditation Liaison Officer; the University Policy Steward; the Institutional Equity Officer; and representatives from other University committees, including the University Diversity, Equity, & Inclusion Committee.

Deans Council – The Deans Council is the decision making body for Academic Affairs at the University, providing leadership to the academic arm of the university. The Council supports and advises the Office of the Provost and includes all Deans, Assistant/Associate Deans, the Vice Provost, the Executive Vice President for Academic Affairs & Provost, the Vice President of Academic Administration, and the Administrative Assistance to the Office of the Provost.

Academic Leadership Council – This committee promotes the integrity and excellence of all university academic programs by assuring that new and existing academic programs meet the university's high standards, by review of the university academic policies, and by working collaboratively with the faculty senate on anticipating and resolving academic issues that arise. The ALC consists of all Program Directors and Department Chairs.

Faculty Senate – The purposed of the Faculty Senate is to be a deliberative body for University faculty to discuss and develop resolutions, advisements, and recommendations to the President's Cabinet, administrative official, or governed body. The Faculty Senate collaborates with other senates and governing bodies, and provides a platform for faculty to promote excellence and consistency in Academic Affairs. This committee consists of officers and faculty members across the academic programs, and it operates under independent bylaws.

Employee Senate – The purpose of the Employee Senate is to make recommendations to the Executive Council or President's Cabinet on matters relating to

- Human resource policies and procedures;
- Non-academic policies and procedures which support student learning, experience, and responsibility both within and outside of the classroom environment;
- Non-academic policies and procedures which support student clubs and groups;
- Allocation of resources by the University as it fulfills its mission and pursues its priorities primarily related to employees and students;
- Budget as it relates to student and employee development and management; and
- Other issues that arise periodically affecting the overall welfare of the University.

Student Senates – The purpose of the student Senates are to represent the needs and interests of students from every cohort and program at the University during their enrollment. The Senates work within the University's shared governance model by developing and supporting systems of open communication. There are two

different bodies at RMU: the Residential Student Senate representing residential programs (i.e., OD, DPT, PA, MS MedSLP), and the Limited Residency/ Post-Professional Student Senate which represents all other programs at the university.

University Committees

Academic Appeals Committee – This committee receives and reviews all appeals of disciplinary actions from students or faculty. The committee makes all inquiries as appropriate, documents all discussions, deliberates decisions and makes recommendations to the Provost. The committee also reviews the University's code of conduct and Policies and Procedures related to the grievance/appeals process.

Academic Research Committee – The Academic Research Committee consists of faculty from a wide range of departments that are active scholars. This committee facilitates and promotes a culture of research at the University by developing and implementing resources and activities that engage and support students and faculty.

Committee on Inclusiveness – This committee provides advice and recommendations to the University on strategies and procedures for creating an inclusive environment for all students, faculty, and staff. The committee advises the university on accommodation requests or concerns from faculty or students with unique challenges. As a member of the committee, the ADA officer is responsible for oversight of implementing federal and state laws and regulations governing equal access/opportunity.

Curriculum Review Committee – The Curriculum Review Committee is responsible for oversight of the curricular threads of the University as identified in the University's mission and goals. Membership on the committee includes faculty from various programs, University staff members, and a student representative.

Faculty Development Committee – This committee provides a wide range of support services including education and training for faculty to support the growth and advancement of the scholarship of teaching and learning to enhance the RMU learner-centered approach to education. The committee is purposefully designed to achieve meaningful outcomes that prepare faculty who support the mission of the University in preparing evidence based clinicians, scholars, academicians, administrators, and overall leaders in healthcare.

Faculty Positions, Rank, and Promotion Committee – The purposes of this committee are to develop, review, and revise faculty role and responsibility policy and procedures and present these to the ALC for action. The committee also reviews all recommendations and applications for faculty promotions and makes subsequent recommendations to the EVPAA/Provost. Membership on the committee includes faculty at the rank of Associate or Full Professor.

Interprofessional Education Committee – The purpose of this committee is to prepare RMU students for interprofessional practice by providing them with opportunities to collaborate with students from other professions during their academic studies.

Library Committee – This Committee is responsible for oversight of the library functions, goals, and resources. It advises the Provost regarding needed resources, library statistics, and budgetary planning. Membership of the committee includes faculty, administration, library personnel, and one student.

Peaks Con Ed Committee – The mission of this committee is to provide outcomes-oriented, evidence-based practice continuing education to healthcare professionals at a reasonable cost. The Committee is comprised of subject matter experts representing nursing, occupational therapy, physical therapy, physician assistant, and speech-language pathology.

University Quality Improvement Committee – This committee oversees University Assessment and NWCCU accreditation to ensure quality improvement based upon data and data-driven processes. The committee makes recommendations to academic and operational programs. Membership is comprised of individual who oversee major academic and/or functional areas of the university.

Institutional Review Board

The Institutional Review Board (IRB) is the primary component of the [Human Research Protection Plan](#) (HRPP). The IRB is the University Committee responsible for ensuring the University complies with the terms of the Federalwide Assurance (FWA #10759) issued by the US Department of Health and Human Services. Under the FWA, the University has agreed to ensure that all research projects conducted by RMU faculty, students, and employees involving human subjects comply with the ethical principles of the [Belmont Report](#) and the [federal regulations](#) regarding the health and welfare of human research subjects.

Program Advisory Panels and Councils

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

Alumni Association Board

The Alumni Association is governed by the Alumni Association Board, in collaboration with the Alumni Relations Manager. The Alumni Association Board serves as a liaison between alumni and University administration to provide input on alumni activities, recognition, engagement, and development opportunities.

General University Information Services

University Departments

The University Staff handle all incoming and outgoing correspondence by email, mail, fax, and telephone. Regular office hours are 8AM – 5:30PM Mountain Time, Monday through Friday. Each staff member, administrator, program director (PD), and concentration track director (CTD) can be reached via his or her email address, which is his or her first name and a period followed by last name @rm.edu (i.e., John Doe would be john.doe@rm.edu). The following general email addresses are also useful:

- **Admissions and Enrollment Management** – admissions@rm.edu
- **Alumni Relations** – alumni@rm.edu
- **Educational Technology Learning & Design** – edtech@rm.edu
- **Facility Operations** – opshelp@rm.edu
- **Finance Office** – financeoffice@rm.edu
- **Financial Aid Office** – fa@rm.edu
- **Institutional Effectiveness** – ie@rm.edu
- **Institutional Review Board** – irb@rm.edu
- **IT Support** – ithelp@rm.edu
- **Learning Resource Center** – library@rm.edu
- **Marketing** – marketing@rm.edu
- **Office of Civil Rights & Accessibility** – ocra@rm.edu
- **Office of Research & Sponsored Projects** – orsp@rm.edu
- **Office of Student Engagement & Success** – oses@rm.edu
- **Provost's Office** – provost@rm.edu
- **Registrar's Office** – registrar@rm.edu
- **RMU Foundation** – foundation@rm.edu
- **Writing Center** – writingcenterhelp@rm.edu

University Web Access

The University maintains an Internet presence at <http://www.rm.edu>. Current information about the campus, curricula, faculty, news, accreditation, and other helpful resources are provided on the website. The University's learning management system, Canvas, is available through the Okta login. The Student Portal is located at <https://selfserve.rm.edu/CMCPortal/>.

Learning Resource Center and Bookstore

The University provides students, faculty, and staff with access to medical, nursing, and allied health reference material, print and electronic journals, eBooks, and some course-required textbooks. Alumni have access to our EBSCO and PubMed Databases. Circulation of library materials is for two weeks and may be renewed once so long as no holds have been placed on the item. Late fees are not charged, but we ask that you be considerate of other patrons. The LRC provides free printing/copying, book scanning, semi-private study pods, group study rooms, a collaboration table, a Jam Board, and a Testing Center.

The LRC is staffed by three full-time librarians and one part-time librarian working remotely. Library staff are available from 9:00 am to 5:00 pm. On campus facilities are open 24/7. Contact the librarians by email at library@rm.edu. Request the full-text of article via the Service Desk and Help Center (Okta chicklet) or by

emailing library@rm.edu. Faculty and students are encouraged to make suggestions for service or collection improvements, including book and journal purchase recommendations.

Databases

Databases include the following:

- EBSCO
 - CINAHL Complete
 - Cochrane Library
 - Education Research Complete
 - Health and Psychosocial Instruments (HaPI)
 - Health Business Elite
 - Medline Complete
 - PsycINFO/PsycARTICLES/PsycTESTS
 - SPORTDiscus
- Elsevier
 - Embase
- Ice Learning Center
- OVID
 - LWW Premier Nursing Collection
- McGraw Hill
 - AccessMedicine
 - AccessPhysiotherapy
 - F.A. Davis PT Collection
 - JAMA Evidence
 - PA Exam Prep
- ProQuest
 - ComDisDome
 - PQ Dissertation & Theses Global
- Psychiatry Online
- PubMed
- Sage
 - Sage Research Methods
 - Sage Research Methods Foundations
- Thieme
 - Teaching Assistant Anatomy
 - MedOne ComeSci
- Visible Body

Faculty has access to the following resources:

- Chronicle of Higher Education
- Academic Leader

Some programs have access to specific resources such as the following:

- UpToDate
- Psychotherapy.net
- Symptom Media

In addition, students and faculty have access to our institutional subscription of EndNote.

RMU students are provided library privileges for the duration of their formal enrollment with the University. RMU alumni maintain their Okta and LibLynx accounts which are updated to alumni status. Additionally, alumni can request access to our EBSCO databases by visiting <https://lrc.rm.edu/main/library-services/alumni-services/>.

Interlibrary Loans (ILL)

If articles are not available in full text format, the LRC provides Interlibrary Loan services (ILL). Requests may be made through the Service Desk and Help Center portal in Okta, or [through this link](#). Please providing as much bibliographic information as possible to expedite the request process. Please allow approximately five business days for requests to be filled.

Research Instruction

The librarians present blended and hands-on workshops on database searching. Training is tailored to the specialty being studied, and includes PowerPoint presentations, videos, and in person sessions. Completion of RMU 101 (located on Canvas) is required of all new students.

The librarians also provide one-on-one assistance in person, by email/phone/chat, or through the Book a Librarian feature on the LRC Website. Students and faculty can make requests through the link on LibLynx or <https://rm.libcal.com>.

RMU Bookstore

RMU's students purchase textbooks and software at the vendor of their choosing. To find out what textbooks are required, go to <https://bncvirtual.com/rmuohp>, and click on "Let's Get Started." Select the correct term, cohort (site), and course. Required and recommended textbooks will be listed. Recommended books are optional. For your convenience, books can be ordered from this site, or you can order from any other site you wish. For more information about the bookstore, visit rmu.edu and look under "Students" for the Learning Resource Center.

Testing Center

The purpose of the Testing Center is to support the University's mission and vision by providing a quiet, designated area for students to take proctored tests with the necessary accommodations required to facilitate success. It is open by appointment Monday – Friday 9AM to 5PM in the Learning Resource Center, room 7-220 in the Tower.

To request a proctored exam, please visit the Service Desk and Help Center on your Okta Dashboard. There are two forms – one for faculty and the other for students. Requested appointments will be confirmed by email. Any other questions or comments can be emailed to the Learning Resource Center at library@rmu.edu.

Parking and Public Transportation

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

Parking passes are always to be visible in vehicles while parked in the designated RMU parking areas. Temporary parking passes are available at the receptionist desk.

Public transportation is available through Utah Transit Authority (UTA). All UTA's fixed route bus and TRAX light rail service are wheelchair accessible with life-equipped or low floor buses and trains. In addition, other accommodations such as stop announcements made by drivers and assisting passengers with disabilities make using the fixed route bus service possible for many people with disabilities. RMU student monthly discounted passes are also available for purchase. For more information or to purchase a pass, please contact the office of Student Engagement & Success at oses@rmu.edu, 801.375.5125.

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

Housing

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

Housing resources, including links to potential housing websites and the University's discounted hotels, are available from the [OSES webpage](#) of the University website for both residential and post-professional students. This information is provided to students upon admission. Additionally, all students are encouraged to maximize Internet tools to locate housing.

For assistance on housing-related questions, students may contact the office of Student Engagement & Success at oses@rm.edu or 801.375.5125.

Counseling Services

The University provides teletherapy counseling services through Betterhelp.com for all enrolled students. Mental health counseling services are unlimited for enrolled students and available through text, chat, phone calls, and video conferencing, thereby allowing students to select their preferred communication route. For more information, please contact the office of Student Engagement & Success at oses@rm.edu or 801.375.5125.

Identification Cards

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

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

A student is subject to a \$10 identification card replacement fee and \$3 RMU lanyard fee. Lanyards are not required but if the student chooses to use a lanyard, it must be an RMU lanyard. Students are not required to use RMU lanyards or clips so long as the identification card is properly displayed on the upper body. Replacement identification cards, lanyards, and clips are obtained through the front desk.

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

Diversity Statement

Diversity and inclusion are pivotal to the success of Rocky Mountain University of Health Professions (RMU). RMU commits to being a community which recognizes and values the worth of every person, fosters a welcoming and understanding environment, promotes mutual respect among its members, and encourages individual responsibilities as well as personal rights.

In addition to adhering to all federal and state civil rights laws prohibiting discrimination in private institutions of higher education, RMU recognizes inclusion and diversity in all of its forms, including but not limited to:

- race, color, or ethnicity;
- national origin, including ancestry;
- citizenship status;

- personal appearance;
- religion, faith, or creed, including no religion;
- political affiliation;
- economic status including bankruptcy or bad debt;
- disability, whether physical or mental;
- age;
- marital status;
- sexual orientation, gender or gender expression, or gender identity;
- sex;
- pregnancy;
- veteran or military status;
- predisposing genetic characteristics;
- domestic violence victim status; or
- any other protected category under applicable local, state or federal law, including protection for those opposing discrimination or participating in any resolution process.

Academic Accommodations

RMU adheres to all the applicable federal civil rights laws and laws of the state of Utah regarding unlawful discrimination. Accordingly, RMU makes all academic programs and services accessible to and useable by “qualified individuals with disabilities” in the most integrated setting appropriate, unless doing so would either result in a fundamental alteration in the course or program that compromises the integrity of the course or program, or cause an undue financial or administrative burden.

As defined by the University, a “qualified individual with disability” is one who:

1. Has a disability that substantially limits learning, including, but not limited to, physical and affective conditions as interpreted by current law;
2. Has a documented record of such disability; or is perceived by others as having a disability; and
3. Can satisfy the functional skills, experience, knowledge, and other requirements of their program and, can perform the essential functions required of their profession, with or without accommodation.

It is the responsibility of a student who meets the definition of a “qualified individual with a disability” to request an appropriate accommodation through the Committee on Inclusiveness via the office of Civil Rights & Accessibility (OCRA), if a student believes their disability will interfere with their ability to successfully complete an academic program.

Although academic accommodations may be requested at any time, a student needing accommodations should notify the OCRA as soon as possible to ensure that there is enough time to review the request and provide an academic accommodation, if appropriate. No academic accommodations will be implemented retroactively, and students are not entitled to an accommodation for a test, exam or other assignment until an accommodation has been granted through official channels. Furthermore, students may not wait until after completing a course or activity or receiving a grade to request an academic accommodation.

Practical and skill-based exams fundamentally test not only knowledge, but also timely and safe health care practices under the standards of the respective RMU program, the specific profession code of ethics and standards, and individual program accreditation requirements. For this reason, practical examinations and skill based testing, as opposed to written exams, quizzes, and other evaluations, are not usually granted extra time as an accommodation, because to do so may result in a fundamental alteration that can compromise the integrity of the RMU courses and programs. In all cases the Committee on Inclusiveness recommends that the student seek guidance from the respective academic department and the OCRA. The OCRA is also available to consult with individual program directors and faculty to aid them in finding equitable solutions.

Obtaining Academic Accommodations for Students with Disabilities

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

1. The student must submit the following materials to the Director of the OCRA:
 - a. A voluntary disclosure of disability letter requesting reasonable accommodations;
 - b. A narrative about the nature of the disability;
 - c. A statement regarding the specific type of accommodation(s) being requested (e.g., extended test-taking time);
 - d. Documentation confirming the diagnosis of disability from an objective professional qualified in the diagnoses of such condition/disability. This requirement may be waived at the discretion of the Committee on Inclusiveness.

All documentation submitted must be no older than five years.
2. The Director of the OCRA will review the request and advise the student of the next steps of the process and provide aid if needed in completing materials for committee review. After all materials have been reviewed and accepted, the Director of the OCRA submits the packet to the Chair of the Committee on Inclusiveness within three working days, who will then send the information to the Committee within three working days.
3. The Committee on Inclusiveness will determine if any given request for accommodation is reasonable by answering the following questions:
 - a. Is the submitted documentation adequate to support the requested accommodation?
 - b. Is the individual preparing the diagnosis documentation qualified to make the diagnosis at issue (may be waived at the discretion of the Committee on Inclusiveness)?
 - c. Will the requested accommodation result in a fundamental alteration of the course or program that compromises the integrity of the course or program?
 - d. Will the requested accommodation cause undue financial or administrative burdens to the University?

The Committee on Inclusiveness should render a decision within ten working days. If no decision can be reached, the Committee can grant an additional five-day extension can be granted, with proper written notice to the student via RMU email, written by the OCRA. This extension can be granted a maximum of two times, for a total of 20 days. At this time, the student will be informed in writing regarding the decision of the Committee on Inclusiveness. The Director of the OCRA will coordinate all accommodations with the Registrar’s Office, who will inform the necessary parties (Program Director, Office of the Registrar, faculty, Learning Resource Center Testing Center Coordinator, etc.) as applicable.

If the Committee on Inclusiveness does not grant the requested accommodation, the student may resubmit a letter with additional supporting documentation to the OCRA. The OCRA will then submit the new packet to the Committee on Inclusiveness.

Learning Resource Center’s Testing Center

The RMU Testing Center is available to any student with an academic accommodation for extended test time, a quiet environment, or similar accommodation. The Testing Center Coordinator (TCC) works directly with students who have approved academic accommodations to verify their accommodations are met.

To arrange an examination within the Testing Center, students with approved academic accommodations must contact the TCC at least two days prior to the examination in question. This allows the TCC to make arrangements as necessary with faculty and the OIE. Only students with approved academic accommodations can schedule their tests without faculty approval. Students can request a proctored test in person or submit the Request a Proctored Test form online (<https://lrc.rm.edu/main/testing-center/>).

Once a student’s proctored test requests have been approved by the TCC, an email notification will be sent to faculty to inform them of the student’s scheduled test time and to request additional information if needed (i.e.,

password, exam duration). Faculty (or others) cannot require students with academic accommodations to submit scheduled proctored testing times for their approval in order to take any examination. All student, administration, or faculty conflicts or questions will be resolved by the OCRA.

Campus Safety

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

The University tracks and reports crime and arrest statistics as required by the Crime Awareness and Campus Security Act of 2000. The current Campus Safety and Crime Report is available on the University Website.

Tables: Campus Security and Crime Statistics

All Crimes Reported	Crimes											
	Campus Totals				Non-University Bldgs.				Public Property			
	2023	2022	2021	2020	2023	2022	2021	2020	2023	2022	2021	2020
Criminal Offenses	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total
Murder/Non-Negligent	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Forcible Sex Offense	0	0	0	0	0	0	0	0	0	0	0	0
Non-Forcible Sex	1	0	0	0	0	0	0	0	0	0	0	0
Incest	0	0	0	0	0	0	0	0	0	0	0	0
Liquor Law Arrests	0	0	0	0	0	0	0	0	0	0	0	0
Drug Law Arrests	0	0	0	0	0	0	0	0	0	0	0	0
Illegal Weapons	0	0	0	0	0	0	0	0	0	0	0	0
Domestic Violence	0	0	0	0	0	0	0	0	0	0	0	0
Stalking	0	0	0	0	0	0	0	0	0	0	0	0
Dating Violence	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0

	Crimes											
Hate Crimes Reported	Campus Totals				Non-University Bldgs.				Public Property			
	2023	2022	2021	2020	2023	2022	2021	2020	2023	2022	2021	2020
Offense Type	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total
Murder/Non-Negligent	0	0	0	0	0	0	0	0	0	0	0	0
Negligent	0	0	0	0	0	0	0	0	0	0	0	0
Forcible Sex Offense	0	0	0	0	0	0	0	0	0	0	0	0
Non-Forcible Sex	0	0	0	0	0	0	0	0	0	0	0	0
Incest	0	0	0	0	0	0	0	0	0	0	0	0
Liquor Law Arrests	0	0	0	0	0	0	0	0	0	0	0	0
Drug Law Arrests	0	0	0	0	0	0	0	0	0	0	0	0
Illegal Weapons	0	0	0	0	0	0	0	0	0	0	0	0
Domestic Violence	0	0	0	0	0	0	0	0	0	0	0	0
Stalking	0	0	0	0	0	0	0	0	0	0	0	0
Dating Violence	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0

	Crimes											
Hate Crimes by Category	Campus Totals				Non-University Bldgs.				Public Property			
	2023	2022	2021	2020	2023	2022	2021	2020	2023	2022	2021	2020
Category of Prejudice	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total
Race	0	0	0	0	0	0	0	0	0	0	0	0
Gender	0	0	0	0	0	0	0	0	0	0	0	0
Gender Identity	0	0	0	0	0	0	0	0	0	0	0	0
Religion	0	0	0	0	0	0	0	0	0	0	0	0
Sexual Orientation	0	0	0	0	0	0	0	0	0	0	0	0
Ethnicity	0	0	0	0	0	0	0	0	0	0	0	0
Disability	0	0	0	0	0	0	0	0	0	0	0	0
National Origin	0	0	0	0	0	0	0	0	0	0	0	0

Arrests												
Arrests	Campus Totals				Non-University Bldgs.				Public Property			
	2023	2022	2021	2020	2023	2022	2021	2020	2023	2022	2021	2020
Offense Type	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total
Illegal Weapons Possessions	0	0	0	0	0	0	0	0	0	0	0	0
Drug Law Violations	0	0	0	0	0	0	0	0	2	1	0	0
Liquor Law Violations	0	0	0	0	0	0	0	0	0	0	0	0
Non-Arrest Disciplinary Actions												
Non-Arrest Disciplinary Actions	Campus Totals				Non-University Bldgs.				Public Property			
	2023	2022	2021	2020	2023	2022	2021	2020	2023	2022	2021	2020
Offense Type	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total
Illegal Weapons Possessions	0	0	0	0	0	0	0	0	0	0	0	0
Drug Law Violations	0	0	0	0	0	0	0	0	0	0	0	0
Liquor Law Violations	0	0	0	0	0	0	0	0	0	0	0	0
Statistics For Violence Against Women												
Statistics for Violence Against Women	Campus Totals				Non-University Bldgs.				Public Property			
	2023	2022	2021	2020	2023	2022	2021	2020	2023	2022	2021	2020
VAWA Offenses	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total
Domestic Violence	0	1	0	0	0	0	0	0	0	0	0	0
Dating Violence	0	0	0	0	0	0	0	0	0	0	0	0
Stalking	2	0	0	0	0	0	0	0	0	0	0	0

Police and Security Services

RMU does not employ University police services and relies upon the Provo Police Department for police and security-related issues. Also available is the East Bay Technology Park security. They can be reached at 385-285-6258. Student identification badges are issued through the University; all students, faculty members, employees, and visitors must display appropriate identification when on campus. Many RMU employees are CPR-certified and trained in several fields of healthcare; automated external defibrillators and first aid kits are also available on campus.

Campus Firearms Policy

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

Student Responsibility

As members of the RMU community, students and employees should adhere to appropriate safety measures by being aware of personal conduct that could impact their safety and wellness. Students and employees should

lock their doors, travel in groups whenever possible, secure valuables, and make educated decisions regarding participation in activities.

Reporting Crimes and Medical Emergencies

In the case of emergency, students, faculty and staff should dial 911 and report the emergency. For non-emergencies the Provo Police Department may be contacted at 801.852.6300. All crimes and medical emergencies should also be reported to the Campus Safety Officer using the Incident Report Form located as an appendix to the Continuity and Risk Management Plan. To report discrimination, harassment, sexual misconduct, or similar behaviors, see below in Discrimination, Harassment, Sexual Misconduct, and Institutional Equity, page 45.

Medical Emergencies and Services

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

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

For assistance with non-emergency healthcare-related questions, students may contact the office of Student Engagement & Success at oses@rm.edu or 801.375.5125.

For additional information on emergency plans and services, students may also reference the University's Student Risk Management Handbook, Annual Campus Safety and Crime Report located here: (<https://rm.edu/academic-affairs/general-student-information-forms/>) or Annual Campus Safety and Crime Report, available through the Vice President of Administration.

Fire Safety and Equipment

Regularly inspected fire extinguishers are located throughout the RMU campus. In addition, evacuation maps are posted throughout the buildings. Students should note the nearest fire extinguisher(s) and evacuation routes posted throughout the campus.

Student Health Insurance

RMU requires Doctor of Physical Therapy (DPT), Master of Medical Science (PA), and Master of Science in Medical Speech Language Pathology (MS MedSLP) students to provide to the University upon enrollment evidence of health insurance coverage. Should a student need to purchase coverage, they may seek options through a preferred agent or agency (i.e., Medicaid).

The OSES has arranged Xact Insurance Services, LLC and Alivint Financial & Insurance to provide options for any students who do not already have their own healthcare coverage. For additional information, contact Chris

Harrison from Xact Insurance Services at 385.233.1890, chris@xactinsurance.com, or Derek Miller from Alivint Financial & Insurance at 1.435.363.0143, info@alivint.com. Medicaid is also an option for some students.

For assistance on healthcare related questions, students may contact the office of Student Engagement & Success at oses@rm.edu or 801.375.5125

Campus Information

Location

The University is currently located at 1800 S Novell Place in Provo, Utah. This is approximately 40 miles south of Salt Lake City and along the base of the beautiful Wasatch Mountains.

University Laboratory Spaces

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

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

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

The University supports the Drug-Free Schools and Communities Act and Drug-Free Schools and Campuses Regulations in preventing the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. Alcoholic beverages and illegal drugs are not permitted anywhere on the University campus, including the grounds and parking lots. Alcohol use is not permitted by students or faculty while attending class-related activities associated with the University (i.e., clinical settings, research data collection, etc.).

Information regarding the health-related impacts of alcohol, tobacco, and drug-use may be found at the following websites:

- http://www.cancer.org/docroot/PED/ped_10_1.asp
- <https://www.campusdrugprevention.gov/>
- <http://www.niaaa.nih.gov>

Violations of the University's alcohol-, tobacco-, and drug-free environment policy are subject to consequences as defined under Conduct and Behavior. Information on Utah's alcohol, tobacco, and drug laws and penalties may be found at the following websites:

- <http://www.tobaccofreeutah.org/laws>
- <http://www.utah.gov/residents/utahlaws.html>
- http://abc.utah.gov/laws/law_residents.html

While the University is concerned for the health and well-being of all students, students who may be concerned about alcohol or other drug use may consider contacting one of several nation-wide self-help services:

- National Drug Helpline – 1.888.633.3239 <http://drughelpline.org/>
- Alcoholics Anonymous – 801.375.8620 (Provo) or <http://www.aa.org>
- Al-Anon - 888.425.2666 or <http://www.al-anon.alateen.org/>
- Cocaine Anonymous - 310.559.5833 or <http://www.ca.org/>
- Narcotics Anonymous – 818.773.9999 or <http://www.na.org/>
- The Foundation for a Smoke-free America – 310.577.9828 or <http://www.anti-smoking.org/quitting.htm>

Animals on Campus

Adherent to the University's external property management rules and regulations, no animals are allowed on the premises. An exception to the property management company's rules and regulations is for service animals as defined by federal law. It is prohibited to ask any individual if an animal is a service animal; however, you are legally allowed to ask, "what specific purpose the animal is trained to provide?" If the animal is not trained to provide a service, as defined by federal law, then the animal is not allowed on the premises. Note that emotional-support animals are not covered under the federal policy and are therefore not considered to be service animals.

For additional questions, concerns, or feedback please contact the University's office of Civil Rights & Accessibility at ocra@rm.edu.

Other Information

University Communication

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

Student Email Usage

Upon enrollment, Rocky Mountain University of Health Professions (RMU) provides to all degree-seeking students a *rm.edu* email account to be used for all University-related electronic communications.

The RMU email system is intended for use by the student as part of the overall RMU educational experience. Therefore, in association with RMU's student email accounts, students may not:

- Use another student's email account or allow others access to his or her own account. Users are responsible for how their email accounts are used; passwords may not be shared with or used by persons other than those to whom they have been assigned. Users who fail to safeguard their account information or engage in unauthorized account sharing may be subject to disciplinary action;
- Transmit or display harassing materials, including sexually explicit images and messages, ethnic slurs, racial epithets or anything that could be construed as harassment to others;
- Download, save, send, or access any defamatory, fraudulent, discriminatory, or obscene material;
- Solicit students or others for activities unrelated to official University activities, commercial or business purposes or for personal gain;
- Infringe upon intellectual property rights, including but not limited to copyrights; including violation of the Digital Millennium Copyright Act (DMCA). The use of an internet connection to share copyrighted materials (i.e. files, programs, songs, videos/ movies, etc.) without permission of the copyright owner(s), is in violation of the DMCA. When RMU discovers or is informed by the copyright holder of a potential copyright violation, the University is required by Federal Law to remove the copyrighted materials from the system in question. If RMU system administrators are unable to remove these materials, then the network access for the system in question will be terminated until removal of the infringed materials is confirmed.
- Attempt to gain unauthorized or unlawful access to computers, equipment, networks, or systems of the University or any other person or entity;
- Violate or attempt to violate any law.

Academic Integrity and Student Conduct and Behavior policies apply to student email accounts. Violation of academic integrity and/or student conduct and behavior policies may result in dismissal.

Student email systems are RMU property and may be accessed by the RMU System Administrator or the Executive Vice President of Academic Affairs (EVPAA)/ Provost with or without cause. RMU reserves the right to access and/or remove any files in violation of University policy. RMU cannot and does not guarantee user email or other network privacy, and therefore users should not have an expectation of privacy.

Email system usage and access is compliant with The Family Educational Rights and Privacy Act (FERPA). Students are responsible for maintaining a secure password and appropriate computer security to prevent unauthorized access. To ensure the security of student-related information, RMU personnel should communicate official student information using the school-issued rm.edu email account.

Student email accounts are disabled one (1) year after student graduation or discontinued enrollment. Student email accounts are disabled immediately upon dismissal.

Distance Learning Security and Identity Verification

Students will provide identity verification in the form of government-issued identification, such as social security numbers, driver's licenses, and other government-issued photo IDs to the University during the admission/enrollment process. Faculty will provide either government-issued identification or a copy of their professional license. For all activities that are conducted within the secure learning management system (LMS), faculty members and students will choose their own passcode, and they will be issued a unique username by appropriate representatives of the University, who maintain the privacy of any information used to verify identity as well as any assigned usernames or other account information. Within the LMS there is a closed email system, which is verified by the LMS faculty and student username/passcodes. All electronic communication between students and the University outside of the LMS should be conducted using RMU issued email addresses. Activities within the LMS would include most distant activities (with the exception of clinic activities), such as submission of deliverables, taking exams or quizzes, and participating in synchronous or asynchronous discussions.

For assessments in distance learning courses, such as exams, appropriate proctors shall be procured and guidelines shall be followed (refer to "Proctors and Proctoring for Distance Education Courses" section of this handbook).

Student Use of Technology

University Systems include but are not limited to computing and software; data storage devices and the associated data; network and the transmitted data; printers, copiers, cameras, and other imaging devices; internet connectivity; email; phones; and voicemail.

University Systems furnished to employees and students are the property of RMU. As such, computer usage, files, and data communication may be monitored or accessed by RMU or any of its authorized agents. The University will provide information to authorities and cooperate in investigations where illegal activity by either employees or students is suspected.

When using University Systems students must abide by applicable University regulations and federal, state, and local laws.

- Students must not download and/or use peer-to-peer file sharing to obtain or distribute illegal copies of digital media.
- Students shall refrain from attempting to gain unauthorized or non-academic access to systems, accounts, or information including the use of destructive or invasive software or hardware such as viruses, keyloggers, and network scanners.
- When accessing network resources and internet connectivity provided by the University, students are encouraged to refrain from unnecessary media streaming and downloading, such as movies and televised events.
- Students must not view, store, or transmit pornography.

The sections on 1) Conduct and Behavior and 2) Violation of Academic Integrity and Code of Conduct in the University Handbook address disciplinary action for related violations.

It is required that students have an active antimalware/ antispyware solution and passphrases to protect their personal computers, accounts, and data.

Copyright Infringement

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

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

Infringement of Copyright Laws

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

Investigation of Infringement Complaints

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

Religious Holidays

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

Because the academic calendar for each program is established in advance of the student's enrollment, the student is expected to accept the responsibility to attend classes as scheduled. Prior to enrollment in a post-professional program, the student may request special arrangements to avoid a conflict due to religious practices, however, it is at the University's discretion to approve, deny, and manage these requests. Because the on-site portion of a semester is integral to the degree program, post-professional students may not miss any on-site portion of their semester and proceed with their degree program cohort without prior approval (see Attendance Policy section).

All policies regarding missed classes will apply in the event a student misses class due to a religious holiday. Students with class conflicts because of religious holidays should notify their Program Director (PD) before they begin the program. Students who believe they have been unreasonably denied an educational benefit due to their religious beliefs or practices may bring the matter to the attention of the PD, or when for any reason this would not be appropriate, to the Provost.

Inclement Weather

Inclement weather is defined as weather that could inhibit traveling to campus or any weather conditions that may cause the campus to close/delay/change normal operational hours. In the event of inclement weather, the

University recognizes the need to address how such conditions may affect the overall operations of the University with respect to student travel and schedules.

The campus Emergency Notification System (ENS) will be utilized for communicating with employees and students registered in the ENS concerning any campus-wide closings, delays, early dismissals, or any alterations to the University's operational hours.

The responsibility of the RMU Administration/Campus Operations is as follows:

Students are not expected to endanger their safety to travel to campus. Every effort will be made to broadcast decisions pertaining to University closure via the ENS. Either the President or Provost will determine if the situation requires dismissal of employees and students and cancellation of University activities. In cases when students or employees are on campus at the time when external conditions become threatening to human safety, appropriate arrangements for shelter in place will be implemented.

If the decision to close the campus due to inclement weather is made, the following procedures will be followed:

1. Students will be notified through the ENS.
2. If the closure is expected to last more than 48 hours the University will make an effort to notify the public via notice through local and regional media sources (University web page, local television, radio, and the Daily Herald online) at the earliest time reasonably possible.
3. The University's webpage will be updated by the Web Administrator when required.

The responsibility of the RMU Program Directors (PDs) is as follows:

The individual PDs are responsible for communicating with each cohort proper notice of any program schedule changes that are to be implemented due to inclement weather. If possible, PDs should give a 24-hour notice of schedule changes that are due to inclement weather. Each program will communicate with cohorts by emergency contact information, University emails, an announcement posted on the program's central webpage, or any method that has been provided for cohort access. The extent of permissible excused or unexcused absences for students from program scheduled instruction due to inclement weather will also be at the discretion of the PD in collaboration with the teaching faculty.

The responsibility of the Students is as follows:

Each student is responsible for notifying their respective PD of any challenges that may arise due to inclement weather. The student will be responsible for contacting the PD, or specific instructor, to identify the procedure for completing any missed course work.

Academic Model

The University uses an integrative approach to health sciences and practice. Students complete coursework in the residential and the limited-residency, post-professional programs both on-site in a traditional classroom setting as well as off-site using the Canvas learning management system. Students in programs with a clinical component complete various clinical internships as part of their program.

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

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

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

In addition to these goals, the PhD program also prepares graduates to develop the following attributes:

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

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

Didactic Education

RMU uses a variety of learning methods in course delivery. The blended and residential environments are viewed as a critical forum for inquiry where faculty and students interact in a scholarly manner. Curricular content in all programs includes the presentation of classic scholarly works as well as current theoretical concepts and research. Openness to new ideas and applications is encouraged as both theory and research is critically evaluated. Faculty members are encouraged to place additional emphasis on how research and theory relate to the healthcare delivery system and clinical practice. A foundation based on the Institutional Learning Goals (Evidence-based Practice, Leadership, and Scholarship) permeates all academic curricula.

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

Students as Professionals

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

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

Continuous Enrollment Requirement

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

Semester and Credit Unit Basis of Educational Model

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

- (1) **One hour of classroom or direct faculty instruction and a minimum of two hours of non-instructional student work each week** for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time, **-OR-**
- (2) At least an **equivalent amount of work** as required in paragraph (1) of this definition for **other academic activities** as established by the institution, including laboratory work, internships, seminars, practicals, and other academic work leading to the award of credit hours, **-OR-**
- (3) At least an **equivalent amount of work** as required in paragraph (1) of this definition for the amount of engaged learning and established expectations in order to achieve satisfactory performance in blended or online courses for the credit hour.

Full-time Status

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

Course Delivery

RMU offers blended course delivery, which includes course delivery enhancement via the University's learning management system, Canvas. Each course may include submission of course materials, document sharing, and threaded discussion forums, or live conferencing online. Within each blended program model, some programs may also include online courses. Each course syllabus clearly identifies to the student the expectations for both face-to-face and online engagement. Additionally, residential students may complete online coursework during the clinical portion of the program.

Academic Policies

Course Registration Procedure

Semester, registration and other important dates are available on the Academic Calendars located on the RMU website at <https://rmu.edu/university-calendar/>.

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

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

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

During this period, students may:

- Register for courses for a Late-Add fee of \$50 (applied per course).
- Drop one or more courses without academic penalty and may be eligible for tuition refunds in accordance with the University refund policy as described in the student's 'Tuition and Fee Information' provided at the time of enrollment.
- Courses dropped prior to the add/drop date will not appear on the student transcript.

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

Independent Study

The University gives programs the option to offer courses via independent study under circumstances outlined in this section. The Program Director and College Dean must approve all independent study course offerings, in advance of the start of the designated academic term in which the course is offered.

Prior to the student's enrollment in the course, the instructor's expectations, and criteria for evaluation in the course must be defined in a course syllabus which must be reviewed and approved by the Program Director and Dean. Approval from the PD and Dean will ensure Independent Studies are offered in compliance with university policies, that proposed independent study courses meet RMU standards for mission fulfillment, and that the requirements/assessment are appropriate to the number of credits and objectives for the course. Both the student and faculty member must sign the [Independent Study Contract form](#); this form summarizes both the student's and the instructor's expectations for the successful completion of the course and will be accompanied with a course syllabus. A copy of the signed Independent Study Contract must be received by the Registrar's Office, prior to student enrollment in the course.

Students may take courses required for their program as an Independent Study, with program approval. If there is insufficient enrollment in a course to justify standard delivery, the program may elect to offer the course via Independent Study. Independent study courses are offered with the same objectives, credits, and academic standards as the course it is replacing. For example, a student may not elect to take a non-pass/fail course as pass/fail when doing an independent study. Independent study courses may not be audited.

A student may not take more than 10% of the required credits for their program via Independent Study.

In addition to taking courses required for their program as an independent study, students may request to take an elective independent study course to explore content outside of the required curriculum for their academic programs. An Independent Study course not required for program completion may be variable in credits and can be repeated. The same faculty, program, and college approvals are required under this policy apply when

students take the elective Independent Study course. Please note, the Independent Study course not required for program completion will not have a standard syllabus; therefore, one must be created and included with the submission of a completed Independent Study Contract form.

Students in Independent Study courses will be held to all applicable University policies related to course enrollment and completion including, but not limited to, tuition deadlines, add/drop deadline, attendance and participation requirements, academic progress standards, and programmatic policies as applicable.

Independent Study Process

It is the responsibility of the student to identify an instructor for an independent study course if the course is not already scheduled to be offered. Instructors of Independent Study courses are paid a pro-rated amount per student, based on their normal faculty pay. The student and the instructor will agree on the terms of the Independent Study and complete the Independent Study Contract. The completed contract will be reviewed by the Program Director and College Dean, and the Provost will be copied on approvals. Once all approvals are received, the completed form is forwarded to the Registrar's Office and the student is enrolled in the course.

All Independent Study Contracts must be received by the Registrar's Office at least nine (9) weeks before the start of the semester in which the course is taken. This is to ensure there is enough time before the course starts to allow for the course syllabus, LMS, and other administrative processes to be completed. All Independent Study courses are identified in the SIS by a designator in the "Section" field for the specific course offering. This designator is included on applicable reports to clearly differentiate courses taught via Independent Study.

Auditing Classes

Students who are currently enrolled or were formerly enrolled in the University may audit courses on a space-available basis. Students who wish to audit classes (attend but not receive credit) may do so after contacting the Registrar's Office to receive faculty member and PD permission. The student does not receive graded credit for participation in the course but will receive an AC (Audit Course designation) on his or her transcript. Tuition for auditing courses at RMU is equal to 50% of the regular course tuition.

Attendance Policy

Engagement with faculty and other students is a vital component of the University learning experience. Limited-Residency attendance is broken into two areas: On-Site Attendance, and Online Attendance. On-Site Attendance refers to the policies related to attendance at the on-site sessions on campus in Provo, Utah. On-site dates for each cohort are listed in the curricula located on the RMU Website's "Cohort Schedules & Curricula" page. Online Attendance refers to the participation policies for most of the semester when the student is not at the campus. Policies for each section are included below.

On-Site Attendance:

Students are expected to attend every scheduled on-site class and laboratory experience. Limited-residency students requesting to miss all or part of an on-site day will be required to obtain prior written approval from the Program Director (PD) and faculty of that course. Missing all or part of an on-site course day, without the appropriate prior approvals, will result in a non-passing grade for the course. Any special accommodations to attendance of on-site sessions, such as recording, must be approved and arranged prior to the on-site dates. Students requesting an accommodation due to sudden disability should also contact the Director of the OCRA at ocra@rmu.edu.

In certain extenuating circumstances an exception to the prior approval requirement may be made, and a student who misses on-site day(s) without prior written approval may be allowed to complete the course for a passing grade. It is the responsibility of the student to notify the PD and faculty as soon as possible when this type of situation occurs. The PD will determine if an exception will be made on a case by case basis. The PD may request documentation from the student regarding the extenuating circumstance.

In cases where an absence is preapproved, or an exception is made due to extenuating circumstances, the faculty of record has the authority to decide whether work will be permitted to be made up. The decision of the faculty in this case is final.

Limited-residency students should not schedule return flights prior to 8:00 pm on the final day of courses. Approval by the PD and either the Associate Vice President of Academic Affairs (AVPAA), Executive Vice President of Academic Affairs/Provost must be obtained prior to making travel reservations that conflict with this requirement.

Online Attendance:

Students are expected to participate weekly in all web engagement activities outlined in the syllabus. Per federal Title IV regulations, the University is required to demonstrate that students are participating *on a weekly basis* in each course in which they are enrolled. This participation can take the form of attendance at an on-site course, submitting an assignment, exam, and/or forum response, emailing the faculty of the course, and viewing or reading required course materials. ***Simply logging into a course online and viewing the timeline or announcements does NOT qualify as weekly participation.*** The Registrar's Office will audit online participation on a weekly basis. If a student does not meet the participation requirements outlined above for any course for a period longer than fourteen calendar days, the Registrar's Office will contact the student with a reminder to participate immediately. If inactivity continues for three additional calendar days, the University will assume the student has discontinued the course(s) and will administratively withdraw him/her from the course(s) as of the seventeenth calendar day of inactivity. The student will remain accountable for any outstanding loans used to fund the program participation. Reinstatement into the course after the administrative withdrawal is subject to due process through an appeal to the Registrar's Office.

Tardiness Policy

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

*For Doctor of Optometry, Doctor of Occupational Therapy, Doctor of Physical Therapy, Doctor of Nursing Practice, Master of Occupational Therapy, Master of Medical Science, Master of Science in Counseling (all program), Master of Science in Nursing (all program), Master of Science in Medical Speech Language Pathology, and all APRN certificate programs, please reference "Program Information" section of this Handbook.

Student Advising

The University acknowledges that academic advising is a crucial component of the academic experience. Effective advising is the responsibility of both the faculty and students and is designed to provide the necessary information and tools for all students, allowing them to assume responsibility for developing educational and career plans compatible with their goals while meeting Institutional and degree requirements.

Advising responsibilities primarily fall to the Program Directors (PDs), Concentration Track Directors (CTDs), and faculty advisors, who engage in academic advising and career counseling of students as a part of their academic responsibilities. Ad hoc advising on various institutional and degree requirements are assumed by other university academic officials, as required. Teaching faculty and those serving as adjunct faculty may also advise students regarding educational expectations within the functions of their responsibilities.

University administrators recognize that advising can occur in both formal and informal settings and can take place in any format or medium. This includes email correspondence, phone conversations, or in-person conversations. Documentation of formal advising is maintained in a student's academic file located at RMU in a manner consistent with FERPA regulations. Professional and on-going advising and career counseling are available to all matriculated students. While formal advising sessions are typically scheduled at least once each

semester, academic advising by PDs, CTDs, and faculty for all incoming and continuing students is available at any point.

Exams and Assignments

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

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

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

*For Doctor of Optometry, Doctor of Occupational Therapy, Doctor of Physical Therapy, Doctor of Nursing Practice, Master of Occupational Therapy, Master of Medical Science, Master of Science in Counseling (all program), Master of Science in Nursing (all program), Master of Science in Medical Speech Language Pathology, and all APRN certificate programs, please reference "Program Information" section of this Handbook.

Late Assignments or Exams

Students are responsible for tracking their own course deliverable deadlines and are advised to utilize the resources provided by the faculty member to identify their due dates for all courses. Should a student run into difficulty meeting a particular deadline, it is his/her responsibility to be proactive in communicating his or her situation to the respective faculty member. The faculty member has the authority to grant or deny extensions to due dates, and/or to deduct points for late assignments. Faculty will determine the grade deduction, if any, that will be applied to the assessment.

If assignments are not submitted by the grade deadline in a course without an approved Incomplete status, the faculty member will post the assignment grade as zero points and the final grade that was earned by the student based on total points received in the course.

Coursework and Exam Feedback

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

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

Proctors and Proctoring for Distance Education Courses

Test taking tools in the Canvas learning management system (LMS), LockDown Browser and Respondus Monitor, are used by Rocky Mountain University of Health Professions (RMU) post-professional degree programs to ensure security with test-taking. When an examination is required to be proctored, it is taken at the student's home geographic location and monitored remotely via webcam. The proctor system is an integral part of the academic process and is critical to academic integrity. Any violations of the proctor agreement or process

will be considered a violation of the RMU and Student Conduct and Behavior policies and the student will be subject to immediate dismissal.

All RMU post-professional degree program course and qualifying exams are taken electronically via the (LMS), Canvas. Exams may or may not be proctored in any given course, at the discretion of faculty, and students may or may not have a proctored exam in any given semester. For all **proctored** exams, LockDown Browser and Respondus Monitor are utilized. Students will need to install the LockDown Browser prior to taking any exams.

A video on Respondus is available at <https://youtu.be/XuX8WoeAycs>. As exams become available, students log in to the LMS and take the exam using the tools within Canvas. Students will need to install LockDown Browser prior to taking any proctored exams.

RMU generates exam completion reports and faculty may review exams via the LMS. If a proctor perceives cheating, a profile containing evidence (e.g., video, screen shots, descriptions) of the alleged cheating is provided to the University and faculty for evaluation.

Transfer Credits & Course Substitutions

Upon student request, the University will evaluate coursework successfully completed at accredited postsecondary institutions for academic credit at RMU. At times, the Registrar's Office and/or program may suggest additional courses for transfer beyond what the student requested. Credits from any accredited institution will be evaluated; credits granted during the time that an institution is an official candidate for accreditation will be evaluated on a case-by-case basis.

When students have previously completed coursework at RMU in another program, the Registrar's Office will work with program leadership to evaluate potential course substitutions. Please refer to the "Course Substitution" section below.

Definitions

Transfer Credit

Credit awarded by the University for equivalent coursework completed at other accredited institutions.

In rare cases, internal transfer credit may be granted for previous coursework at RMU, in situations where there is no course-to-course equivalency between the work completed and current program requirements.

Course Substitution

A course taken at RMU that replaces a required course, provided the substitution meets the curricular requirements and student learning outcomes of the required course and/or program. The Program Director and College Dean must review and approve all course substitutions.

Program Type

This policy distinguishes between three different groups of programs, for the purposes of this policy, the following definitions apply:

- Group 1 – programs that prepare students to sit for an initial licensure exam and enter a profession.
- Group 2 – programs that prepare students to sit for advanced licensure exams in professions in which students are previously licensed before starting the program.
- Group 3 – programs offered by RMU that do not lead to licensure.

Transfer Credits

Transfer credit from outside institutions may be accepted if it meets all of the following conditions and stipulations:

- The credit is from a course taken at an accredited institution or program, or recommended for transfer by the American Council on Education.
- The course is equivalent based on the nature, level, credits, content, and comparability of the course to University offerings, as determined by comparing the course syllabus and catalog descriptions.

- The student submits course materials for evaluation. This includes course descriptions, syllabi, list of textbooks, and other materials used in the course being evaluated for transfer credit.
- An equivalent grade of “B-” (as defined in the “Grades” section of this Handbook, under “Individual Course Grade Requirements”) or higher was earned.
- Courses are preferred to have been completed no longer than five years before acceptance into the program at RMU. On rare occasions, the Program Director (PD), in conjunction with the Department Chair, College Dean, and Provost, may consider requests to transfer credits older than five years. These requests will be considered on a case-by-case basis. They will be approved only if the Chair/PD and Dean determine the course deliverables reflect current curricular requirements and student learning outcomes.

Only credit units are transferred. Grades do not transfer and RMU does not use grade points earned at other institutions to compute cumulative grade point averages.

Internal transfer credits for work completed at RMU may, in specific situations, be applied to a student’s record. This may be done when the program is structured to give students credit for work already completed in another program at the University, but there isn’t a course-to-course equivalency. In these situations, a TC grade is used as the final grade of the receiving course(s).

Transfer Credit Limits

Transfer credits are limited, with maximum number of credits determined by program type. While the credits approved for transfer cannot exceed the limits listed below, individual programs may set lower limits based on the nature of the program and its specific characteristics.

- In Group 2 and Group 3 programs, total transfer credits are limited to no more than 25% of the required credits for completion of the student’s program.
- In Group 1 programs, transfer credits are not usually awarded. However, in rare circumstances, transfer credits may be approved. When awarded, total transfer credits are typically limited to no more than 10% of a specific program. Programs may, with Dean and Provost approval, set limits higher than 10% based on the characteristics of the specific program. The amount of credits transferred will at no time be higher than 25%. Students seeking to transfer coursework into Group 1 programs are encouraged to contact their program for guidance.

Transfer Credit Request Process

To ensure timely processing, students should submit all transfer credit requests to the Registrar’s Office before the start of their first semester. However, students may submit requests for evaluation of transfer credits up to the add/drop deadline of the semester in which the course is offered. The Registrar’s Office prioritizes all transfer credit requests to ensure they are processed promptly; the process typically takes about two weeks once all required materials are received from the student. The transfer credit process outlined below applies to all programs.

Students should follow the below steps to submit a request for transfer credits:

1. Complete all areas of the [Transfer Credit Request Form](#), including the required course materials for courses taken at other institutions. Once all areas are completed and all documents are uploaded, press “Submit”.
2. Once submitted, the Registrar’s Office (RO) completes an initial review of the request to ensure all required course materials have been received. The RO may follow up with the student to request additional materials or information as necessary.
3. Once all materials are received, the RO will conduct an initial review to determine whether the transfer(s) requested are allowed under the policy.
4. The request, all supporting materials, and the results of the RO policy review are forwarded to the Program Director (PD). The PD will approve/deny individual course transfer credit requests based on whether the course(s) taken at other institutions meet the objectives of, and are equivalent to, the RMU course(s) they would replace.
5. Following PD review and approval, the request is sent to the College Dean for final review and approval.

Once all approvals are received, the Registrar's Office notifies the student of the final decision and processes the approved transfer credits in the Student Information System (SIS), including adjusting the student's schedule as necessary, and uploading all materials to the student's record.

On the rare occasions that internal transfer credits are requested, they will be subject to the Course Substitution policy and approvals outlined in this Handbook.

Course Substitutions

There are two main types of course substitutions:

1. Courses previously taken at RMU that are applied to meet requirement(s) in the student's current program.
2. An equivalent RMU course taken at student request in place of the course required by their program.

When a student has previously taken a course at RMU that is also required for their current program, this is not considered a course substitution or transfer credit. Those courses will show as "completed" on the student's record, with no action necessary from the student.

Course substitutions between RMU programs may be accepted under the following conditions and stipulations:

- The PD and College Dean of the student's current program evaluate previous coursework in order to determine the appropriateness of the credits for transfer.
- The course is equivalent based on the nature, level, credits, content, and comparability of the course to new program offerings by comparing syllabi and catalog descriptions.
- An equivalent grade of "B-" (as defined in the "Grades" section of this Handbook, under "Individual Course Grade Requirements") or higher was earned.
- Courses are preferred to have been completed no longer than five years prior to acceptance into the program at RMU. The PD, in conjunction with the Department Chair and College Dean, may consider substitution requests for courses taken more than five years earlier. These requests will be considered on a case-by-case basis and will be approved only if the PD and Dean determine the course deliverables reflect current curricular requirements and student learning outcomes.

Course Substitution Requests

For course substitution requests, students should contact the Registrar's Office no later than the add/drop deadline of the semester in which the course is scheduled. The Registrar's Office will review the student's record and submit an outline of the student's potential course substitutions for evaluation by the PD and College Dean. All course substitution requests are subject to approval by the PD and College Dean. Once all approvals are received, the Registrar's Office notifies the student of the decision and processes the approved course substitutions in the SIS, including adjusting the student's schedule as necessary.

Grades

Student grades are posted each semester based on the published grading values and codes established by RMU. Final letter-grades are entered on a student's official academic record, and the applicable numeric values are used to compute the student's grade point average (GPA). Only grades earned at RMU are used to determine the GPA earned at RMU. Individual course grades are based on the faculty's evaluation of student performance, as assessed and related to the stated objectives of the course.

Students will receive a course grade for each class in which the student is officially registered. Final grades are posted in the University's Learning Management System (LMS) by the course instructor and recorded in the Student Information System (SIS) by the Registrar's Office.

Final course grades are official once added to the student's record in the SIS. Any changes to course grades after that point must follow processes as outlined in "Course Grade Changes" section of this handbook.

Grading Scale

All programs at RMU utilize the following Grading Scale, and corresponding percentage points, to determine the letter grade assigned for each course.

Letter Grade	Percentage Points	Grade Value
A	100-93	4.00
A-	92-90	3.70
B+	89-87	3.30
B	86-83	3.00
B-	82-80	2.70
C+	79-77 †	2.30
C	76-73 †	2.00
F	72- & below §	0.00
AC	Audit Course	***
AE	Academic Extension §	***
AF	Administrative Failure §	0.00
AW	Administrative Withdrawal §	0.00
CE	Credit Earned	***
I	Incomplete §	***
IP	In Progress §	***
NP	No Pass §	***
NS	Grade Not Submitted §	***
P	Pass	***
R / RW	Repeat Course	***
TC	Transfer Credit	***
UI	Unfinished Incomplete §	0.00
W	Withdrawal §	***

*** No numeric value computed in GPA

† Indicates grade which is passing in some programs but not in others, see below

§ Indicates non-passing grade

Individual Course Grade Requirements

All RMU programs establish a minimum passing grade that students must achieve for any individual course. For most programs, a grade of “B-”, which equates to a numerical value of 80% (2.7 on a 4.0 scale), is the minimum grade considered passing.

The following programs have a different standard for individual course grades:

- Doctor of Optometry (OD)
 - Minimum passing is “C” grade (numerical value of 73%, 2.0 on a 4.0 scale)
- Doctor of Physical Therapy (DPT)
 - Minimum passing is “C+” grade (numerical value of 77%, 2.3 on a 4.0 scale)
- Master of Science in Medical Speech-Language Pathology (MS MedSLP)
 - Any passing grade below 83% (i.e., “B-” grade, numerical value of 80-82%) requires remediation before the student can progress in the program

Receipt of grades at or below a “B-” in any program may result in academic consequences up to and including dismissal, and/or may impact students’ Satisfactory Academic Progress (SAP) and financial aid eligibility. Refer

to “Academic Progress and Standing,” “Satisfactory Academic Progress,” and individual program student handbooks for full details.

Course Repeats

A course may only be repeated once (i.e., a maximum of two attempts at a single course). Failure to earn a passing grade on the second attempt may result in academic dismissal from the program (refer to “Academic Progress Standing & Probation” section).

Course Grade Designations

AC (Audit Course)

An “AC” grade is assigned when the student takes the course for ungraded credit. An “AC” has no effect on the GPA. This is an official classification, but the student does not receive a grade or credit and typically does not submit coursework.

AE (Academic Extension)

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

AF (Administrative Failure)

An “AF” grade is assigned when a student is dismissed from the University (refer to the Academic Dismissal section in the University Handbook). An “AF” affects the GPA adversely. Refunds of fees are not typically provided.

AW (Administrative Withdrawal)

An “AW” grade is assigned when a student is withdrawn from a course after the midpoint of the course. An “AW” affects the GPA, but may be replaced with an “RW” grade by repeating the course successfully. Refunds of fees are not typically provided. Refer to “Satisfactory Academic Progress” section for full details on how this grade may impact financial aid standing and eligibility.

CE (Credit Earned)

A “CE” grade indicates that the student has been awarded credit for the applicable course; used when students receive academic credit for prior learning. A “CE” does not affect the GPA.

I (Incomplete)

An “I” grade is assigned when extenuating non-academic circumstances (i.e., serious illness or other unavoidable circumstances) to prevent the student from completing the course requirements within the regular timeframe of the course. An Incomplete is requested by the student and requires faculty/program approval. The completed, signed Incomplete Grade Contract form must be filed with the Registrar’s Office and the requisite fee paid before the “I” grade is posted.

Should the student fail to meet the requirements of the contract, the grade the student receives in the course will automatically change from an Incomplete to an Unfinished Incomplete (UI). Refer to “Incomplete and In Progress Grade Contracts” for full details and process.

IP (In Progress)

An “IP” grade is assigned when a student completes all required coursework but, upon direction of the faculty, needs to remediate that work in order to pass the course. An In Progress is requested by the student and requires

faculty/program approval. The completed, signed In Progress Grade Contract form must be filed with the Registrar's Office and the requisite fee paid before the "IP" grade is posted. Refer to "Incomplete and In Progress Grade Contracts" for full details and process.

Should the student fail to meet the requirements of the contract, the grade the student receives in the course will automatically change to the original grade earned in the course, prior to remediation.

NP (No Pass)

An "NP" grade is assigned when a student does not earn a passing grade in a pass/fail designated course. An "NP" grade does not affect the GPA.

NS (Not Submitted)

An "NS" is a temporary grade assigned when the student has submitted all required coursework, and the final grade is pending from the faculty member. This grade is university-initiated and applies to the entire class. Thus, no form, fee, or penalty is associated with this grade designation. This has no effect on the GPA.

P (Pass)

A "P" grade is assigned when a student earns a passing grade in a pass/fail designated course. A "P" grade does not affect the GPA.

R / RW (Repeat of Course)

An "R" grade (or "RW" if the course being repeated received an "AW" grade) is assigned when the student has repeated a course for graded credit. Official enrollment in the course is required with payment of appropriate tuition and fees. Upon successful completion of the course, the previous grade will be changed to an "R / RW," which does not affect the student's GPA; but it will be included for determination of Rate of Progress (ROP) (refer to "Satisfactory Academic Progress" section for full details on how this grade may impact financial aid standing and eligibility). Only the "new grade" posted as the final grade will be used to compute the GPA as presented on the student's transcript. A course can only be repeated once.

TC (Transfer Credit)

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

UI (Unfinished Incomplete)

A "UI" grade is assigned when a student is granted an Incomplete but does not satisfy the conditions/complete for the work required to earn a passing grade. A "UI" affects the GPA but may be replaced with an "R" grade by repeating the course. Refunds of fees are not typically provided.

W (Withdrawal)

A "W" grade is assigned when a student withdraws from a course after the designated Add/Drop date, but by the midpoint of the course (i.e., the end of week 8 for full-semester courses). The "W" grade does not affect the GPA. It is not considered an attempt at a course under the course repeat policy, but it will be included for determination of Rate of Progress (ROP) (refer to "Satisfactory Academic Progress" section for full details on how this grade may impact financial aid standing and eligibility). Students may be eligible for tuition refunds in accordance with the University refund policy as described in the student's enrollment agreement.

In some extenuating circumstances a "W" grade may be awarded after the midpoint of the course; The process for these requests includes the following steps.

1. The student submits a letter or email to the Program Director (PD) and Registrar's Office stating the extenuating circumstances for the Withdrawal request.

2. After review (with the Dean input) the PD rules on the request
3. If approved, the student receives a “W” grade for the course.

Grade Reports

All course grades are available for student review via the University’s secure student portal. Additionally, for web-based courses, course grades are also available on the University’s learning management system. Authorized University personnel may additionally communicate course grades by mail, fax, or email to authorized individuals. Faculty and Program Directors (PDs) may unofficially notify students of course grades in writing (mail, fax or email).

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

Course Grade Changes

Student grades are considered final when recorded by the Registrar’s Office. Once a final grade is recorded by the Registrar’s Office, it may not be changed except to correct the permanent record when a calculation error has been made; to insert a grade when the requirements are met for completing the course in which an “I” or “IP” grade designation has been received; or upon direction of the Academic Appeals Committee. When such corrections need to be made, a Grade Change Form must be completed by the course faculty member and sent to the Registrar’s Office. All Grade Change Forms must be submitted prior to the end of the subsequent semester.

Academic grievances may result despite the most well intended efforts of both students and the faculty. Good communication between faculty and students may minimize disputes. If disagreements do occur, it is University policy to provide a mechanism whereby a student may formally appeal faculty decisions. The first step in resolving a grievance should occur between the student and the course instructor. These parties are the most familiar with the stated objectives of the course and the work completed. The role of the course instructor is to work through differences with his or her students in a responsible, sensitive, and fair-minded manner. This may be best accomplished through an informal discussion of the issues involved. If a complaint or dispute is not satisfactorily resolved, the student may appeal in writing to his or her PD or, in the event the PD was the course faculty member, to the Associate Vice President of Academic Affairs (AVPAA) or Provost. The student should initiate academic grievances within fifteen (15) days of receiving the given course grade. The process to file an academic grievance is found under the “Student Appeal Process” section of this handbook.

Academic Progress Standards & Probation

All University students are required to meet specific academic standards and must make acceptable progress toward fulfilling program requirements. Students meeting all applicable standards are in Academic Good Standing. Failure to meet standard(s) results in placement on (AP) and/or dismissal from the program.

Academic standing is determined by students’ academic performance in their program, including applicable courses taken as part of another program. Students on AP may not be permitted to progress in the program, including dissertations, capstones, comprehensive exams, clinical internships/placements/fieldwork, and/or scholarly projects, until they meet all academic standards.

All students are in Academic Good Standing upon matriculation and will receive written notification if/when their academic standing changes. Copies of these notifications are kept in the student’s record.

Definitions

Academic Standing – Determined by a student’s overall academic performance; indicates whether a student is

meeting all academic standards. Academic Standing statuses include:

Academic Dismissal – Dismissal from the program for failure to meet academic standards; terminates student status and prohibits further participation in studies at RMU.

Academic Good Standing – Indicates that the student is meeting all applicable academic standards.

Academic Probation (AP) – A temporary disciplinary status that indicates a student is not meeting one or more applicable academic standards. The probationary period is the following semester when the student enrolls in courses, following failure to meet academic standards.

Grade Point Average – An average of the grades earned across all courses, on a scale ranging from 0.0 to a 4.0. Only grades earned at RMU are used to determine GPA in RMU programs. Student GPA is measured in two ways:

Term GPA – Average of all courses in a specific term.

Cumulative GPA (CGPA) – Average of all courses taken that apply to a specific program.

Measure – A specific metric used to evaluate student performance (e.g., GPA):

Standard – The minimum allowed for a particular measure to maintain Academic Good Standing.

Timing of Academic Reports and Actions

The Registrar's Office (RO) evaluates students' academic performance at the end of each semester; the University Registrar makes determinations about 1) students' placement on AP and 2) return to Academic Good Standing. When policy calls for disciplinary action other than AP, the University Registrar advises the appropriate administrator(s) and gains approval (as per established approval paths) before any action is taken and/or the student notified.

Students will be notified of changes in their academic status as soon as possible once grades are finalized for the term. This takes place early in the subsequent semester, with notifications sent no later than the following deadlines:

- Placement on AP / continuation of AP
 - Add/Drop Deadline of the subsequent semester (i.e., Friday of week 2)
- Academic Dismissal
 - Add/Drop Deadline of the subsequent semester (i.e., Friday of week 2)
 - Dismissals are prioritized and notifications are sent as early as possible, to allow students maximum time to appeal the action
- Return to Academic Good Standing
 - Financial Drop Deadline of the subsequent semester (i.e., Friday of week 4)

In addition to the RO review of student performance, at the end of each semester the student's overall performance is evaluated by their Program Director (PD) or equivalent program officer. This includes evaluation of students' total academic performance, fulfillment of program requirements, and professional performance.

Should any student's progress be determined to be unsatisfactory, the PD or equivalent program officer will notify the student in writing. This notification will include a summary of reasons for the determination, as well as an outline of the conditions to return to good standing in the program. The program will consult with the RO prior to taking any actions or notifying the student, to ensure University policies and processes are followed as applicable. Failure to abide by the conditions put in place may result in disciplinary action up to and including Academic Dismissal.

All students are in Academic Good Standing upon matriculation and will receive written notification if/when their academic standing changes. Copies of these notifications are kept in the student's record.

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Disciplinary Actions & Returning to Good Standing

Failure to meet any of the academic requirements in this policy will result in disciplinary action, up to and including dismissal. Refer to Table: Academic Actions & Return to Good Standing for an overview of when action will be taken.

Students must return to Academic Good Standing after one semester on AP (in some situations students are allowed two); if they don't meet standards by the applicable deadline, they may be dismissed.

To return to Academic Good Standing, students must meet all applicable academic standards. The student may be dismissed if one or more standards are not met by the probation deadline, even if they met the requirement(s) that caused their original placement on AP.

Students are expected to successfully complete all courses taken while on probation and are encouraged to stay in close contact with program leadership/advisors for guidance and support. If a student withdraws while on AP, they may be asked to provide additional information/documentation at the time they request to return and complete the program. Academic standing upon re-entry is based on performance in the program prior to withdrawal.

Academic actions taken by the University may be appealed following procedures outlined in the "Student Appeals" section of this Handbook. All academic actions will stand (AP, dismissal, etc.) until the appeal is officially resolved.

Table: Academic Actions & Return to Good Standing

	Academic Standard(s) Not Met	First Semester on AP		Second Semester on AP (when applicable)	
		Standards Met (all ²)	Standard(s) Not Met (any)	Standards Met (all ²)	Standard(s) Not Met (any)
Cumulative GPA	Academic Probation ¹	Return to Good Standing	Cont. on AP, if student met all other standards ³	Return to Good Standing	Academic Dismissal
Term GPA	Academic Probation ¹	Return to Good Standing	Academic Dismissal	n/a	n/a
Receipt of Non-Passing Grade⁴ (I/IP/AW, failing course in entry level program, etc.)	Academic Probation ¹ OR Academic Dismissal ⁴	Return to Good Standing (n/a if dismissed)	Academic Dismissal OR Cont. on AP ⁵	Return to Good Standing	Academic Dismissal
Programmatic Requirements⁶	Academic Probation ¹ OR Academic Dismissal ⁷	Return to Good Standing (n/a if dismissed)	Academic Dismissal OR Cont. on AP ⁶	Return to Good Standing	Academic Dismissal

1. Probationary period is the next semester student enrolls in courses after the semester in which the student failed to meet standards.

2. Students return to Academic Good Standing once all standards are met. If a student meets the standard that led

- to their initial placement on AP, but fails others, they will not return to good standing.
3. If a student fails to meet any other applicable standards while on probation, they may be dismissed rather than continuing on AP.
 4. Standards for this measure are program specific, refer to "*Receipt of Non-Passing Grade*"
 5. If course(s) with non-passing grades are not available to retake in the first semester on AP, students may be permitted to continue on AP until they are next offered.
 6. Refer to "Programmatic Requirements" for all program-specific requirements.
 7. Failure to meet some program-specific requirements may result in immediate academic dismissal rather than probation..

Academic Measures & Standards

Several measures are used to evaluate student performance and determine academic standing; some apply to all students, and others are program specific. Not all programs will be held to the same standard, even when evaluated on the same measure. Failure to meet any standard(s) will result in disciplinary action, and students must satisfy all applicable requirements to return to Academic Good Standing.

Students in all programs at RMU are evaluated using the following measures:

- Grade Point Average (GPA)
 - Cumulative GPA (CGPA)
 - Term GPA
- Receipt of non-passing grade in a course
- Maximum allowed attempts at a single course without passing
- Maximum timeframe to complete program
- Programmatic requirements (when applicable)

Grade Point Average

Students must maintain the minimum required CGPA and term GPA in order to maintain academic good standing. Only grades earned at RMU are used to determine GPA. Refer to the table below for the minimum acceptable GPA for programs in each college.

Table: GPA Standards by College

	College of Health Sciences	College of Optometric Medicine	College of Rehabilitation Sciences
Cumulative GPA	3.0	2.3*	3.0
Term GPA	3.0	2.3*	3.0

*Note: The College of Optometric Medicine's GPA thresholds above refer to a student's overall academic standing. A separate CGPA and term GPA threshold of 2.7 applies specifically to the financial aid eligibility process — see Policy 1020 Satisfactory Academic Progress for details. Students should be aware that both standards apply and may be evaluated independently.

Receipt of Non-Passing Grade in a Course

Earning non-passing final grade(s) may result in placement on AP and/or dismissal, depending on the student's program and the grade(s) earned. This includes any grades designated by the University as non-passing, whether or not it impacts GPA; except for the Withdrawal "W" grade, which is not counted as a non-passing grade in the context of this policy. (A complete list of grades and their GPA value can be found in the "Grading Scale" section of this handbook.)

Each program limits the number of non-passing grades a student may carry at a single time; standards will vary based on individual program needs. The limit for each program is listed in [Appendix A. Receipt of Non-Passing Grade in a Course – Standards by Program](#).

The number of non-passing grades allowed is based on individual program length – divide the number of semesters for on-time graduation by three (3) and round to the nearest whole number. For example, the Doctor of Medical Science (DMSc) program is five (5) semesters long, five divided by three is 1.7; round to the nearest whole number and DMSc students can have a maximum of two (2) non-passing grades and remain in Academic Good Standing.

Table: Receipt of Non-Passing Grades In A Course – Standards by Program

	Program	Maximum Allowed Non-Passing Grades	Academic Action
College of Health Sciences	Doctor of Philosophy in Health Sciences (PhD-HS)	3	AP
	Doctor of Nursing Practice, post-master's (DNP)	2	AP
	Doctor of Nursing Practice–Family Nurse Practitioner Specialty (DNP/FNP)	3	AP
	Master of Science in Nursing (all programs)	2	AP
	Nursing Practitioner Certificate (all programs)	2	AP
	Doctor of Medical Sciences (DMSc)	2	AP
	Master of Medical Science (PA)	0	Dismissal
	Counseling Master of Science (all programs)	2	AP
	Counseling Certificates (all programs)	2	AP
College of Optometric Medicine	Doctor of Optometry (OD)	0	Remediation and/or Dismissal
College of Rehabilitation Sciences	Doctor of Speech-Language Pathology (SLPD)	3	AP
	Master of Science in Medical Speech-Language Pathology (MS MedSLP)	2	AP
	Doctor of Occupational Therapy, post-professional (pOTD)	2	AP
	Doctor of Occupational Therapy (OTD)	0	Dismissal
	Master of Occupational Therapy (MOT)	0	Dismissal
	Doctor of Physical Therapy (DPT)	0	Dismissal
	Doctor of Physical Therapy in Pediatric Science, post-professional (pDPT-Peds)	2	AP

Maximum Allowed Attempts at a Single Course

University policy allows one retake of a given course, for a maximum of two attempts at passing the same course. If a student doesn't pass their second attempt, they may be dismissed from the program.

A course is considered attempted when the student is enrolled after the Add/Drop Deadline and completes more than half of the scheduled course length. Courses dropped before the midpoint receive a Withdrawal (W) grade and are not considered an attempt. Courses dropped after the midpoint, which receive a grade other than W, are considered attempted.

Maximum Timeframe to Complete Program

A maximum timeframe is established for each program, and students must complete all program requirements before the deadline. Maximum timeframes are measured from the student's official start date in the program; the deadline is not affected by periods where the student is inactive and/or not enrolled in courses.

If a student has reached the deadline without completing all program requirements, they may be dismissed from the program and not allowed to return. The maximum timeframes for each program and the process for requesting an extension can be found in "Maximum Timeframe for Program Completion" section of this handbook.

Programmatic Requirements

Some programs have requirements their students must meet, in addition to the measures applicable to all students. Failure to meet programmatic requirements may result in academic action up to and including dismissal from the program.

Students must meet the requirements outlined for their enrolled program; failure to meet applicable standards will result in the disciplinary action(s) called for under program policy.

Program-specific requirements for the following programs are listed below:

- Doctor of Optometry (OD)
- Doctor of Philosophy in Health Sciences (PhD-HS)
- Doctor of Physical Therapy (DPT)
- Master of Medical Science (PA)
- Master of Science in Medical Speech-Language Pathology (MS MedSLP)
- Nursing Department
 - All programs and levels (doctoral, master's and certificate)
- Occupational Therapy entry-level programs
 - Doctor of Occupational Therapy (OTD)
 - Master of Occupational Therapy (MOT)
- Professional Counseling Department
 - All master's degrees and post-graduate certificates

The following programs do not have additional requirements beyond the standards applicable to all RMU students:

- Doctor of Medical Science (DMSc)
- Doctor of Occupational Therapy, post-professional (pOTD)
- Doctor of Physical Therapy in Pediatric Science, post-professional (pDPT-Peds)
- All certificate programs
 - Excluding Nursing and Professional Counseling certificate programs

This policy is only concerned with programmatic requirements related to student academic performance. Many programs also hold students to behavioral and/or professional standards where violations may result in disciplinary action. Refer to the University Handbook and [individual programmatic handbooks](#) for all policies applicable to students.

Doctor of Optometry (OD)

Students in the OD program are not allowed to be on AP for more than two (2) semesters in an academic career. Failure to 1) return to good standing at the end of the second semester on AP, or 2) meet standards once returned to Academic Good Standing may result in dismissal from the program.

Students who fail to meet academic standards will be referred to the Academic Standards Committee (ASC) for consideration and recommendation of possible consequence(s):

1. Remediation (if applicable) and placement on AP (i.e., continue in program with original cohort)
2. Repeat of that semester in the subsequent year (i.e., continue in program with later cohort)
3. Dismissal from the program

Students in the OD program will be referred to the ASC for any of the following additional programmatic requirements:

- Receipt of a non-passing grade/failing a course (below 73%, any grade below a C)
- Unsatisfactory performance (i.e., C or below) in two or more courses in any given semester
- Repeated tardiness and/or abuse of the stated attendance policy in any given course

- Inability to pass the Objective Structured Clinical Examination (OSCE) within the guidelines of the Clinical Proficiency Exam Competency policy
- Unacceptable clinical performance in the Clinical Patient Care Program (internships/externships)

Refer to the Optometry Student Handbook for full program policy information.

Doctor of Philosophy in Health Sciences (PhD-HS)

Students who started the PhD-HS program prior to 2025 must take and successfully complete a Qualifying Examination near the end of the didactic portion of study. Students who are unsuccessful on their first attempt may remediate and retake the exam once. If a student does not pass the exam within the allotted timeframe, they will be dismissed from the program. The qualifying examination requirement is not applicable to students who started the PhD-HS program in 2025 and later.

Once in the dissertation phase, PhD students must submit a Dissertation Progress Report, signed by the student's Dissertation Chair, each semester. The report must demonstrate substantial progress towards completion of the dissertation to continue enrollment in the program. If a student's progress is deemed unsatisfactory for a single semester, they will be placed on AP. Students whose progress has been determined unsatisfactory for two consecutive semesters may be dismissed from the program.

Refer to the PhD-HS program information in this Handbook for more information about qualifying examinations and continuous enrollment requirements.

Doctor of Physical Therapy (DPT)

Students in the DPT program are not allowed to be on AP for more than two (2) semesters in an academic career. Failure to 1) return to good standing at the end of the second semester on AP, or 2) to meet standards once returned to Academic Good Standing may lead to dismissal from the program.

The following results in DPT students being placed on AP:

- Receipt of a C+ grade in a single course

The following may result in DPT students being dismissed from the program:

- Receipt of a non-passing grade in any course;
- Earning two (2) C+ grades in a single semester;
- Earning a C+ when already on AP;
- Repeated tardiness and/or abuse of the stated attendance policy in any given semester; and/or
- Unacceptable clinical performance.

Refer to the DPT Program Student Handbook for full program policy information.

Doctor of Speech Language Pathology (SLPD)

Students in the SLPD program may enroll in Capstone Residency courses at the conclusion of all didactic coursework, if they have not already completed the Capstone. In order to maintain enrollment, students completing their capstone within the Capstone Residency course must maintain active enrollment in and pass the course to remain in good standing. This includes submission of a progress report as part of each semester's coursework. Students who do not meet these standards are subject to disciplinary action up to and including dismissal from the program.

In order for students in the SLPD program to be granted an Incomplete (I) contract, at least 50% of the required coursework must be completed. Requests where the student has not completed at least 50% of the coursework by the end of the semester will be denied.

Refer to the SLPD program information in this Handbook for more information about continuous enrollment requirements.

Master of Medical Science (PA)

The following results in PA students being placed on AP:

- Average exam score of less than 80% in a single didactic course (excludes courses that only have one examination);
- Failing three (3) or more formal assessments across all courses in a single semester;
- On the Preceptor Evaluation of Student:
 - Receiving a mark “Poor” in clinical performance
 - Receiving a mark of “Yes” regarding concerns about academic performance that warrant significant remediation or potential probation; and/or
- Failing two (2) End of Rotation (EOR) written examinations.

The following may result in PA students being dismissed from the program:

- Receipt of non-passing grade in a course

Refer to the [PA Program Policies & Technical Standards](#) for full program policy information.

Master of Science in Medical Speech-Language Pathology (MS MedSLP)

Students in the MS MedSLP program who fail to meet programmatic standards cannot progress in the program without remediation, and/or may be subject to disciplinary action up to and including dismissal.

To ensure students meet the minimum competency necessary to enter the profession, any passing grade below 83% (i.e., 80-82%, or a B-) requires remediation before the student can progress in the program. If a student is unable to successfully remediate, a grade change form is submitted to fail the course.

Each course in the program also includes minimum competency assignments that the students must pass to successfully complete the course; these are clearly identified for students in the course syllabus. If a student fails the designated assignment(s), they automatically fail the course unless they remediate to the program's satisfaction.

Failure in any clinical practicum course will result in the student being placed on a remediation plan, and they may not enroll in any future clinical courses until they have successfully completed the remediation. The remediation timeframe will depend on the individual student situation, not to exceed the end of the subsequent semester. If the remediation is completed by the Add/Drop Deadline, the student may be allowed to enroll in clinical courses during that semester. If more time is needed, the student will not enroll in clinical courses until they have successfully remediated; this may result in a delay of program completion.

Failure to successfully remediate and/or failure of a second clinical course will result in disciplinary action:

- First clinical course failure and remediation – Placement on AP
- First clinical course failure and unsuccessful remediation – Student may be Dismissed
- Second clinical course failure – Student may be Dismissed

Refer to the MS MedSLP Student Handbook and Clinical Handbook for full program policy information.

Nursing Department

For students in the Nursing programs to be granted an Incomplete (I) contract, they must have at least 80% of the coursework completed. Requests where the student has not completed 80% of the coursework will be denied. This requirement applies to all programs at all levels in the Nursing department.

An approved clinical site and preceptor is required for all clinical courses in the Nursing programs. Students who fail to gather appropriate forms may not engage in clinical contact hours, may lose clinical hours completed without approval, and may be subject to disciplinary action up to and including Academic Dismissal.

Refer to the Nursing Student Handbook for full program policy information.

Occupational Therapy Entry-Level Programs

Students in the Doctor of Occupational Therapy (OTD) and Master of Occupational Therapy (MOT) programs are held to the same standards to maintain Academic Good Standing, described below.

Students in the OTD and MOT programs are not allowed to be on AP for more than two (2) semesters in an academic career. Failure to 1) return to good standing at the end of the second semester on AP, or 2) to meet standards once returned to Academic Good Standing will lead to dismissal from the program.

The following results in OTD / MOT students being placed on AP:

- Receipt of a C+ grade in a single course.

The following may result in OTD / MOT students being dismissed from the program:

- Receipt of a non-passing grade in any course;
- Earning two (2) C+ grades in a single semester;
- Earning a C+ when already on AP.
- Repeated tardiness and/or abuse of the stated attendance policy in any given semester; and/or
- Unacceptable clinical performance.

Refer to the Entry-Level Doctor of Occupational Therapy Program Student Handbook and the Entry-Level Master of Occupational Therapy Bridge Program Handbook for full program policy information.

Professional Counseling Department

While the students in the counseling programs are not held to additional standards of academic performance, the program does require that certain courses must be passed before the student can progress in the program. This is enforced by way of prerequisite requirements and the University course retake policy (i.e., maximum of two attempts at a course).

Specifically, students must successfully complete *CO 630 Counseling Skills* before they can enroll in the *CO 670 Counseling Practicum*. Subsequently, they must successfully complete *CO 670* before they start the *Counseling Internship* course(s) applicable to their program. Failing any of these courses, on either a first or second attempt, will result in academic action outlined in this policy (i.e., failure to meet GPA/CGPA standards, reaching maximum attempts at a single course, etc.)

Refer to the Counseling Program Student Handbook for full program policy information.

University Student Status

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

University Student Statuses

University Status	Description
UW	University Withdrawal
TW	Temporary Withdrawal
AP	Academic Probation
AS	Academic Suspension
AD	Academic Dismissal

TW (Temporary Withdrawal)

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

If a student is no longer meeting academic standards as a result of withdrawing, the withdrawal may be processed as a dismissal and policies for returning from dismissal will apply. When this occurs, the student may be notified of dismissal via an official letter from the Registrar's Office in place of the letter of withdrawal.

Students in the TW status are responsible for meeting all current program requirements and any conditions identified in their original withdrawal letter before reenrollment. Additionally, the student is also responsible for attendance and completion of all courses in the curriculum, regardless of when they occur. A request for temporary withdrawal during the dissertation, scholarly project, or capstone phase must be based on extenuating circumstances and such requests must be approved by the Dean of the College.

Upon readmittance, students will be subject to any consequences of their withdrawal, academic or financial, including probationary status(es) due to withdrawing. If a student's withdrawal results in an unpaid balance owed by the student, the student will be responsible for resolving all financial obligations and issues prior to moving forward in the re-entry process.

UW (University Withdrawal)

Students considering withdrawing from the University once studies have commenced should talk with their PD to explore options and available assistance. If a decision is made to withdraw, a completed Withdrawal form must be submitted to the Registrar's Office who will seek approval from the PD and Provost. The student will receive written notification of his or her official status and any terms/conditions necessary for reinstatement.

If a student's withdrawal results in them not meeting academic standards (refer to Academic Probation and Academic Dismissal sections of this handbook), the withdrawal may be processed as a dismissal and policies for returning from dismissal will apply. When this occurs, the student will be notified of dismissal via an official letter from the Registrar's Office in place of the letter of withdrawal.

Withdrawal from the University implies there is no intent to return within one year. If the student desired to return to the University under UW status, the student must submit documentation in order for the request to be considered, including a personal statement to address their desire to continue the program and to indicate what has changed to permit successful completion. New references must be submitted if the references originally submitted are more than three years old or no longer on file (per the student's waiver of rights to review recommendations). The student must meet all admissions and programmatic requirements in effect at the time of re-application. Upon readmittance, students will be subject to any consequences of their withdrawal, academic or financial, including probationary status(es) due to withdrawing. If a student's withdrawal results in an unpaid

balance owed by the student, the student will be responsible for resolving all financial obligations and issues prior to moving forward in the re-entry process.

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

AP (Academic Probation) *

Academic Probation (AP) is a temporary disciplinary status that indicates a student is not meeting one or more applicable academic standards. The probationary period is the following semester when the student enrolls in courses, following failure to meet academic, behavioral, and/or professional standards.

Refer to "Academic Progress Standing & Probation" and "Student Conduct & Behavior" sections of this handbook for more information.

AS (Academic Suspension)

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

AD (Academic Dismissal) *

Academic dismissal terminates graduate student status and prohibits further participation in graduate studies at RMU until a petition for readmission is reviewed and granted. Academic dismissal may result if a student

- Fails to return to Good Standing after Academic Probation, as per the requirements listed in the "Academic Progress Standing & Probation" section.
- Receives an "unsatisfactory" rating in a review by the PD and Dean and is unable or unwilling to comply with the conditions of continuance as outlined by the PD and/or Dean.
- Fails to make satisfactory progress toward a graduate degree as defined by the University.
- Fails second attempt at a single course.
- Twice fails a qualifying examination.
- Fails the final dissertation defense.
- Violates the University's Standards of Conduct or Code of Academic Integrity.
- Exceeds the established time limit for completion of coursework and/or the thesis, scholarly project, or dissertation. Refer to "Maximum Timeframe for Program Completion" section of this handbook for program specific deadlines.
- Fails to meet programmatic requirements* for progression in program.

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

*For Doctor of Optometry, Doctor of Occupational Therapy, Doctor of Physical Therapy, Doctor of Nursing Practice, Master of Occupational Therapy, Master of Medical Science, Master of Science in Counseling (all program), Master of Science in Nursing (all program), Master of Science in Medical Speech Language Pathology, and all APRN certificate programs, please reference "Program Information" section of this Handbook.

Missing an Entire Semester

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

Readmittance Following Suspension or Dismissal

Students who have been suspended may apply for readmittance to the University after 1) at least one semester following the term in which they were suspended, according to the readmission policy; or 2) in agreement with any conditions and/or requirements that are a condition of the suspension.

Students who have been academically dismissed may apply for readmittance to RMU after one academic year and after satisfying any criteria for consideration for readmittance. Academic deficiencies are considered Incomplete (I) or In Progress (IP) designations or grades below acceptable program thresholds. Students must maintain at least a B- (80%).

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

Maximum Timeframe for Program Completion

A maximum timeframe is established for each program, to ensure that students maintain current knowledge while successfully completing their educational program. The maximum is measured from the student's official start date in the program (i.e., the first day of the first semester in which the student enrolls and takes courses in the program); the deadline is not affected by periods where the student is inactive and/or not enrolled in courses. See Appendix A for a list of maximum timeframes for completion by program.

Failure to complete the degree requirements in the student's respective program within the stated timeframe may result in dismissal from the program, unless an extension has been approved by the Provost/EVPAA.

Maximum Timeframe for Program Completion		
Program		Years from Start of Program
College of Health Sciences	Doctor of Medical Sciences (DMSc)	4
	Doctor of Nursing Practice, post-master's (DNP)	4
	Doctor of Nursing Practice–Family Nurse Practitioner Specialty (DNP/FNP)	6
	Doctor of Philosophy in Health Sciences (PhD-HS)	6
	Master of Medical Science (PA)	5
	Master of Science in Counseling (all programs, single and dual degree)	5
	Master of Science in Nursing (all programs)	4
	Counseling Certificates (all programs)	2
	Nursing Practitioner Certificate (all programs)	4

College of Optometric Medicine	Doctor of Optometry (OD)	5
College of Rehabilitation Sciences	Doctor of Occupational Therapy (OTD)	5
	Doctor of Occupational Therapy, post-professional (pOTD)	4
	Doctor of Physical Therapy (DPT)	5
	Doctor of Physical Therapy in Pediatric Science, post-professional (tDPT-Peds)	4
	Doctor of Speech-Language Pathology (SLPD)	5
	Master of Occupational Therapy (MOT)	4
	Master of Science in Medical Speech-Language Pathology (MS MedSLP)	3

Maximum Timeframe Determinations

While the maximum timeframe is established on a programmatic basis according to individual program requirements and characteristics, the University does establish a standard based off program length. This provides a metric which can be used to ensure the maximum timeframe is consistent with other programs offered at RMU. Absent other programmatic considerations (e.g., accreditation standards, norms for the profession, etc.), programs should use the standard when determining the deadline for completion.

The University standard to determine maximum years is 200% of the normal time-to-complete (i.e., number of semesters as per the cohort curriculum document), rounded to the nearest whole number. For example, in a program where four (4) semesters is the normal time-to-complete, 200% would be eight (8) semesters, or 2.7 years; round to the nearest whole number and this program would have a maximum timeframe of three (3) years from program start.

While programs may set a deadline different than the standard, they should document the reasons for the timeframe (usually as part of the curriculum review process). The maximum timeframe for a program is typically at least 150%, and no longer than 300%, of normal program time-to-complete.

This standard is applied when expected time-to-complete changes for a program, or when a new program is added to the University's offerings. Once a deadline is established for a program, it will stand unless the program length changes (usually as a result of curricular change) and/or the program leadership feels a different timeframe is appropriate. Changes to program maximum timeframe must go through the applicable curriculum modification processes.

Maximum Timeframe Extension

Students who have reached the deadline without completing all program requirements may be allowed to maintain their enrollment if an extension is approved.

The semester before a student's program deadline, the Registrar's Office (RO) sends a notice to the student requesting that they request an extension in order to maintain enrollment in the program and to avoid dismissal. The request must be approved by the College Dean/Provost. All students who have an approved extension will be subject to all terms and conditions included in the student's extension approval letter.

Any extension approvals are based on one or more of the following factors:

- Satisfactory progress towards degree completion;
- Available timeline and the amount of work remaining to complete the program;
- Support of program leadership for extension; and/or

- For students completing a dissertation / capstone / scholarly project:
 - Support of the student's committee: and
 - Current knowledge of evidence as demonstrated by a revised proposal and/or satisfactory oral defense of the best available evidence.

If a student's request for extension is not approved (at any level), the student will be academically dismissed.

Students may request an extension to the maximum timeframe for program completion by submitting a completed [Degree Completion Extension Request](#) form. The Registrar's Office (RO) processes this form and confirms approval (refer to "Maximum Timeframe Extension" section) with the Program Director and College Dean; upon approval, the RO updates the student record to reflect the new expected graduation date, notifies the student of the updated deadline via email, and sends internal notifications to administrative units.

If the request is not approved, the student's academic dismissal will be processed as per the process in the "Academic Progress Standards & Probation" section of this handbook.

Satisfactory Academic Progress

Students must maintain Satisfactory Academic Progress (SAP) in order to remain eligible to receive federal financial aid. An audit is completed after every semester to ensure students are meeting SAP standards. A student is considered to be making satisfactory academic progress when the standards listed below are met.

Standards

Cumulative Grade Point Average

Students must maintain a cumulative grade point average (CGPA) of 3.0 or higher. After the grades have been posted for each semester, the Registrar will review the student's record to determine if the student is in compliance. The CGPA will be calculated only for the program of study in which the student is matriculated. Courses taken in a prior Rocky Mountain University of Health Professions (RMU) program(s) will not be used in the calculations except in the case of course substitutions.

Rate of Progress

Students must successfully complete 66.67% of the total number of credits attempted in the previous semester to be considered as making satisfactory academic progress. This is known as the Rate of Progress (RoP). Credits attempted are defined as those credits for which students are enrolled after the add/drop deadline of the applicable semester. Grade designations that do not represent successful completion include C+ (in all programs but Doctor of Physical Therapy), C, AW, F, I, IP, R, and W. Transfer credits (TC grade) accepted towards the student's program of study are counted as both credits attempted and earned, for the purpose of RoP calculation.

Each student's RoP is calculated by dividing the total number of credits from the previous semester the student successfully completed by the total number of attempted credits during that semester. The resulting RoP must be 66.67% or higher to be eligible for federal financial aid. As with the determination of CGPA, the rate of progress will be reviewed at the end of each semester after grades have been posted to determine if the student is progressing satisfactorily.

Maximum Timeframes

The time frames for degree completion are established to ensure that students maintain current knowledge while completing their educational program. All degree completion requirements for RMU programs must be completed within the time frames permitted for each program. Maximum time frames for degree completion are measured from the student's first day (official start) of the program. This deadline is not affected by periods when the student is not enrolled in courses. Periods when a student is ineligible to receive federal financial aid are counted towards

the maximum time frame for degree completion. The student may request an extension due to extenuating circumstances.

The s for each program and the process to request an extension can be found in the “s for Program Completion” section of this Handbook.

SAP Statuses

A student who fails to meet the SAP standards outlined above will be assigned one or more of the following statuses, as appropriate.

Financial Aid Warning

A student will be placed in Financial Aid Warning the first time they do not meet the above SAP standards. This status will be in effect during the semester subsequent to the semester in which they did not meet the SAP standards. The student will continue to be eligible to receive federal financial aid while in this status. A student may only be placed in this status if they met SAP standards in the semester prior to the semester in which they failed to meet them. Students who fail to meet SAP standards while on Financial Aid Warning will be placed on Financial Aid Suspension.

Financial Aid Suspension

Any student on Financial Aid Warning who does not meet the SAP standards in that semester will be placed on Financial Aid Suspension status in the subsequent semester. Students in this status are ineligible to receive federal financial aid and are therefore responsible for paying their tuition balance in full via different means. This status may be appealed (see Financial Aid Appeals below).

Financial Aid Probation

Students who successfully appeal their Financial Aid Suspension will be placed on Financial Aid Probation. Such students will be eligible to receive federal financial aid while in this status. If they do not meet the SAP standards at the end of their probation, they will be placed into Financial Aid Suspension.

Academic Plan

If, at the time the student appeals their Financial Aid Suspension, it is determined that they will require more than one semester to meet SAP, the student will remain on Financial Aid Probation and an Academic Plan may be required. The Academic Plan will stipulate a specific time by which the student will meet SAP standards and identify intermediary requirements (e.g., successfully completing all attempted courses while in probationary status). The student’s SAP will be evaluated at the end of each semester, and the student will remain eligible to receive federal financial aid as long as the student continues to meet the terms of the Academic Plan.

Financial Aid Appeal

Any student who does not attain the required progress standards and becomes ineligible for financial aid may submit a written appeal of their loss of federal financial aid eligibility. The University must receive this appeal within fourteen calendar days following the loss of financial aid. The appeal should be addressed to the SAP Appeals Committee. The appeal must be accompanied by documentation of the mitigating circumstances that have prevented the student from obtaining satisfactory academic progress. Only extraordinary circumstances, such as death or severe illness in the immediate family, will be considered.

The SAP Appeals Committee is composed of the Executive Vice President of Finance, Provost, an administrator from the Financial Aid Office, and the student’s College Dean, and Program Director. This committee will examine all financial aid appeals. The student will be sent the committee’s written decision within fourteen days of receipt of the appeal. The decision of the committee is final.

Students granted an appeal will be placed in Financial Aid Probation status, as outlined in this policy's "SAP Statuses" section. Students who do not meet the standards for SAP by the end of the probation period or who fail to meet the terms of their academic plan while on Financial Aid Probation will lose their eligibility for federal financial aid. If the Financial Aid Appeal is denied, the student will be placed in Financial Suspension Status, as outlined in this policy's "SAP Statuses" section.

Financial Aid Reestablishment Process

Students who lose Title IV financial aid eligibility may regain eligibility by meeting the SAP standards by the end of any semester following the loss of aid. Eligibility will be reinstated, provided the student remains within the SAP standards at the end of each semester. The Registrar's Office will notify the Financial Aid Department of any students who have reestablished eligibility for federal financial aid when the audit is completed at the end of each semester.

Degree Conferral and Commencement Ceremony

Degree Conferral

A degree is conferred by the University President under the authority of the Chair of the RMU Board of Trustees when the student has completed all academic, financial, and graduation requirements for the course of study as outlined in the University Handbook.

Students must submit an application for degree conferral at least 30 days prior to the last day of classes of their final semester, or the expected date of completion of all program requirements (if a student anticipates completing program requirements at a time other than the end of a semester). To have their degree conferred, students must complete all program requirements with a minimum cumulative grade point average of 3.0. Refer to the "Program Information" section of this handbook for full requirements for each program offered.

After the application for degree conferral is submitted, the process proceeds as follows:

1. The Registrar's Office conducts an audit of the student's academic record, and the Finance Office audits the student's financial record and confirm that all academic and financial obligations have been met.
2. Once the final academic audit is completed and completion of all program requirements are confirmed, the Registrar's Office will request approvals for degree conferral from both the student's Program Director and College Dean.
3. The Program Director and College Dean or Provost will review the degree conferral recommendation from the Registrar's Office for each student and approve or deny degree conferral, as appropriate.
4. Once all program requirements are met and approval is granted as described above, and the student has no remaining financial obligations to the University, the degree will be officially conferred under the authority of the University President and the Chair of the Board of Trustees.
 - a. The Registrar's Office will officially record the conferred degree on the student's record and notify the student of degree conferral via email. The graduate may use the appropriate degree designation following notification from the Registrar's office
5. Following degree conferral, the diploma or certificate will be mailed to the student along with a copy of the student's final official transcript.
 - a. Any students with an outstanding financial obligation to the University will not be eligible to receive an official transcript nor diploma/certificate until all financial matters are resolved with the Finance Office.

Dates and timelines for graduation and conferral of degrees

The Registrar's Office strives to confer all degrees as soon as possible after students complete all program requirements.

For students who meet all program requirements and are in good financial standing at the end of a semester, the degrees/certificates are typically conferred two to three weeks following the last day of the semester, provided all final grades have been received. The date of conferral on the students' records will be the final day of the semester.

For students who complete degree/certificate requirements at a time other than the end of a semester, the degree/certificate will be conferred within two weeks of the date that all program requirements are received by the Registrar's Office and financial obligations are met. The date of conferral on the student's record will be the date all requirements and approvals are received by the Registrar's Office.

Commencement Ceremony

The University holds an annual Commencement Ceremonies in August. Students from any program may participate in the Ceremony, provided they meet all eligibility requirements outlined below as of May 31 prior to the ceremony.

Registration to participate in the August ceremony takes place in February / March, during the Winter semester. Registration does not guarantee participation in the ceremony, eligibility will be determined as of May 31 each year. All current students must meet eligibility requirements in order to participate – they will be informed of their eligibility in early June each year, soon after the deadline.

Those eligible to participate in a Commencement ceremony for a given semester include the following:

- Graduates:
 1. Degree Conferral within 18 months prior to the ceremony date.
 2. Have not already attended a previous ceremony.
- Current students:
 1. Degree conferred in the Winter semester (April);
-OR-
Enrolled in their final courses in the Summer Semester;
-OR-
Be scheduled to complete their degree requirements in the Fall semester of that year.
 2. Be in good standing, as of the eligibility deadline (May 31).
 3. Have received approval from their Program Director(s) to attend commencement.

Additionally, a student who has not met the graduation requirements listed above may request to attend Commencement with their cohort. These requests will be considered on a case-by-case basis and will require Program Director and College Dean approval.

Students who register for Commencement and order regalia assume the risk of not being permitted to attend the ceremony if a poor or incomplete grade is posted or if all financial obligations to the University are not current.

Participation in Commencement Ceremonies does not indicate degree completion. Upon degree completion, the Registrar's Office will post the degree on the academic transcript and graduates will receive an RMU diploma.

Student Records

The Family Educational Rights and Privacy Act of 1974 (FERPA)

FERPA was designated to protect the privacy of educational records. FERPA affords students certain rights with respect to their educational records. The rights of students accorded under this law are as follows:

1. The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.
2. The right to request an amendment of the student's education records that the student believes is inaccurate or misleading.

3. The right to consent to disclosures of non-directory information contained in the student's education records to a third party, except to the extent that FERPA authorizes disclosure without consent (e.g., one exception which permits disclosure without consent is disclosure to university officials with legitimate educational interests).
4. The right to limit disclosure of "personally identifiable information" (information that would directly identify the student or make the student's identity easily traceable) known as directory information.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by RMU to comply with the requirements of FERPA.

Legitimate educational interest

A university official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

University Officials

For the purposes of administering FERPA policy, the following are considered university officials:

1. A person employed by the university in an administrative, supervisory, academic research, or support staff position;
2. A person or company with whom the university has contracted (such as an adjunct faculty member, attorney, auditor, or collection agent); or
3. A student serving on an official committee, such as a disciplinary or grievance committee, or assisting another university official in performing his or her tasks.

Email Usage

Email usage and access is compliant with FERPA. Students are responsible for maintaining a secure password and appropriate computer security to prevent unauthorized access. To ensure the security of student-related information, RMU personnel should communicate official student information using the school-issued rm.edu email account.

Student Record Life

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

University Policy Regarding Student Information

Directory information is defined as information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information does *not* include a student's 1) Social security number, or 2) student identification (ID) number.

The following are considered "Directory Information" at RMU and may be disclosed to third parties unless the student notifies the Registrar's Office in writing:

1. Student's name
2. Telephone numbers
3. Photograph
4. All addresses
5. Email address
6. Enrollment status (full-time, part-time, enrolled, and/or not enrolled)
7. Enrolled program(s) and/or degree(s) awarded
8. Date(s) of enrollment and graduation

All student educational record information not defined as Directory Information above is considered Non-Directory Information under FERPA.

Student Records Available for Inspection

Current and former students of RMU have the right to inspect information contained in their official educational records as outlined in FERPA. These records include such information as application for admission, academic grades, college transcripts, financial aid, and other records and materials as appropriate and available. A written request to see information within a student's record must be submitted to the Registrar's Office.

Student Records Unavailable for Inspection

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

Note: A student has the right to file a complaint with the Family Policy and Regulations Office, U.S. Department of Education, Washington, D.C. 20202, if in the perception of the student, RMU has violated his or her rights under FERPA.

Academic Freedom

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

- University constituencies are protected from inappropriate internal and external influences, pressures, and harassment.
- Faculty members are free in the classroom to introduce, discuss, and pursue their subject matter. However, faculty should be cautious about introducing controversial material without evidence. Faculty are entitled to complete freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties, but research for pecuniary return should be based upon an understanding of the institution's authorities.
- Both faculty and students can engage in debate without fear of censorship or retaliation. It establishes a right for faculty to remain true to their teaching philosophy and intellectual commitments and gives faculty substantial latitude in deciding how to design and instruct courses. In reference to the learning environment, academic freedom provides the opportunity for students and faculty to critically discuss and express their views in speech, writing, and through electronic communications both on and off campus without fear of sanction unless the manner of expression impairs the rights of others, or in view of faculty, demonstrates they are unprofessional, incompetent, or dishonest regarding to discipline or field of expertise. Academic freedom gives both faculty and students the right to study and conduct research on topics they choose and draw conclusions consistent with their research without restriction.

Academic Freedom is not unlimited and is subject to reasonable and proper restriction as it is constructed for the common good rather than the advantages of a single individual.

Political, religious, or philosophical beliefs are not imposed on students or faculty and are protected from reprisals related to disagreements with administrative policies or proposals.

(Adapted from the 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors, from experts of the 2006 Statement from the Board of Directors AACU and Inside Higher Education 2010, from the 1994 Statement of Principles of Academic Freedom and Tenure adopted by the American Association of University Professors).

Intellectual Property

The intellectual property (IP) policy at Rocky Mountain University of Health Professions (RMU) identifies and outlines the IP rights in research findings and other academic works produced by University faculty, staff, and students. In order to balance, protect, and define the respective rights of RMU, its employees, and students regarding IP, this policy establishes and facilitates procedures and agreements regarding copyrightable material, trademarks, courseware, and patents which may generate royalty income.

The development and use of IP enriches the RMU experience and fosters a shared spirit of innovation within the University and the greater academic community. In the context of advancing the common good, RMU supports and encourages efforts toward bringing the fruits of RMU research in diverse fields of healthcare knowledge to public use and benefit. Activities producing IP creation may also contribute to professional development, enhance the University's reputation, foster additional educational opportunities, and promote collaborative or cooperative arrangements. Therefore, when faculty, staff, students and/or collaborative partners develop IP, their IP rights and privileges must be protected and preserved. The policy set forth here constitutes an understanding that is binding on RMU faculty, staff, and students as a condition of their participation in RMU research and teaching, outreach, and other initiatives for their use of RMU funds, facilities, or other resources. Visiting faculty and researchers are held to the same policies as employees.

The creators of University-owned IP may be required to state that to the best of their knowledge, the IP does not infringe on any existing patent, copyright, or other legal rights of third parties; that if the work is not the original expression or creation of the creators, the necessary permission for use has been obtained from the owner; and that the work contains no libelous material nor material that invades the privacy of others.

Licenses, options for licenses and other agreements related to commercialization or exploitation of IP shall be granted in the name of the Board of Trustees of Rocky Mountain University of Health Professions. All such contracts shall be executed in accordance with the policies of the University.

Definitions

Intellectual Property (IP) broadly defined to include inventions, discoveries, know-how, show-how, processes, unique materials, courseware, original data, custom software, and other creative or artistic works which have value. IP includes that which is protectable by statute or legislation, such as patents, registered or unregistered copyrights, registered or unregistered trademarks, service marks, trade secrets, mask works, and any protection certificates. It also includes the physical embodiments of intellectual effort, for example, models, machines, devices, designs, apparatus, instrumentation, circuits, computer programs and visualizations, and records of research and experimental results.

Copyright is a form of protection as defined in 17 U.S. Code. It generally grants protection to authors of "original works of authorship" which includes literary, dramatic, musical, artistic, and certain other intellectual works, both published and unpublished. These protection rights automatically attach to the work when it is fixed in a tangible medium; formal registration is not required though certain additional statutory protections are added. In addition, it is a prerequisite to seek legal redress for copyright infringement in a court of law. Copyright gives the author exclusive rights to reproduce the copyrighted work, to prepare derivative works, to distribute copies of the work, and to perform or display the work publicly. Copyright also prevents those who are not the original author or otherwise the owner of the work from copying or using work without proper authorization. Copyright protects the particular expression of an idea but not the underlying idea expressed. Additional information is located at <http://www.loc.gov/copyright/>.

Courseware is defined as online (web-based) materials and/or virtual reality simulations consisting of course content, assessment materials, and methods used to interact with students that allow for the course to be taught without the requirement of the physical presence of the students.

An *invention* is a product or process that provides a new way of doing something, or offers a new, novel, technical solution(s) to a problem. It also refers to any new and useful process, machine, manufacture, composition of matter (e.g., life forms, etc.), or any new and useful improvement thereof, relating to creative works, and/or research property.

A *patent* is an exclusive right granted for a product or a process that offers a new way of doing something or specifies a new technical solution to a problem. A patent must be registered, and annual fees must be paid. Under United States patent law, the term of patent is 20 years from the filing date of the earliest U.S. or international application.

A *trademark* is a distinctive sign consisting of words, letters, numerals, or logos that identifies the source of goods

or service. A trademark provides the owner of the mark with an exclusive right to use the sign to indicate that certain goods or services originate from them.

Creator refers to an individual or group of individuals who make, conceive, reduce to practice, author, or otherwise make a substantive intellectual contribution to the creation of IP. "Creator" includes the definition of "inventor" used in U.S. patent law for patentable inventions and the definition of "author" used in the U.S. Copyright Act for copyrighted works of authorship.

University Resources Usually and Customarily Provided. When determining ownership and license rights in copyrightable works, "University resources usually and customarily provided" includes office space, library facilities, ordinary access to computers and networks, or salary. In general, it does not include the use of students or employees as support staff to develop the work, or substantial use of specialized or unique facilities and equipment, or other special subventions provided by the University unless approved as an exception.

Significant Use of University Administered Resources Any use of institutional facilities, equipment, funds, or staff support that matches the level of support ordinarily provided to all faculty, staff, or students in their regular roles.

Examples of Significant Use include, but are not limited to:

- Dedicated or extensive use of specialized laboratories, classrooms, clinics, or educational facilities.
- Substantial use of high-performance computing resources, research servers, or specialized software beyond what is generally available.
- Financial support from the university (e.g., direct funding, special project accounts, or equipment purchases) in excess of standard allocations.
- Assignment of university staff, research assistants, or technical personnel specifically to support a project or activity.
- Extended or exclusive use of university space beyond normal office or classroom assignments.
- Use of university branding, marketing, or media services in a manner that is not routinely provided.

The following are not considered Significant Use:

- Standard office, classroom, and library access.
- Routine access to computers, networks, and software provided to all faculty, staff, or students.
- Ordinary administrative or clerical support available to all members of the university community.
- Modest allocations of research or professional development funds provided as part of regular faculty or student support.

The determination of what constitutes significant use shall rest with the appropriate academic or administrative authority, considering both the scale of resources used and the impact on the university's mission and other users.

Application

This policy is considered a part of the conditions of employment for every employee of the University and a part of the conditions of enrollment and attendance at the University by students. It is also the policy of the University that individuals (including visitors) by participating in a sponsored research project and/or making significant use of University-administered resources, thereby accept the principles of ownership of IP as stated in this policy unless an exception is approved in writing by the University. All University creators of IP shall execute appropriate assignments and/or other documents required to determine ownership and rights as specified in this policy.

This policy applies only to IP disclosed after December 10, 2012.

Ownership of Intellectual Property & Process by Property Type

University-Assigned Projects: University-assigned work, developed in the course and scope of employment, constitutes work made for hire. Therefore, IP resulting from this work is the property of RMU. Work produced in the course and scope of employment includes, but is not limited to, research, instruction, service, courseware, and other assigned activities. The creator(s) will cooperate with the University to execute any and all documentation necessary to assign ownership and, if necessary, to secure protection of this IP. Any work performed by a student

when acting as a research assistant (whether paid or unpaid) to a professor or employee shall constitute work made for hire and is subject to the terms of this paragraph and shall be the property of RMU.

Consulting Agreements: University employees engaged in external consulting work or business are responsible for ensuring that agreements emanating from such work are not in conflict with University policy, with the University's contractual commitments or with University policies regarding University-owned *IP* (this applies to arrangements involving volunteers who are not student or employees). If an employee engages in outside consulting involving University resources, then a contract must be executed, and a Disclosure Form must be completed and filed with the Provost and should provide other parties to such agreements with a statement of applicable University policies regarding ownership of *IP* and related rights.

Individual Projects: If an employee engages in projects that will involve the use of University financial or physical resources and will result in the creation of *IP*, then RMU will share in the ownership of such property. Therefore, the employee is required to complete and submit a Disclosure Form to the Provost.

Authority to Act as an Agent: Unless specifically authorized to act as an agent of the University, the creator of *IP* shall not have the authority to sign agreements or other documents or take any other action transferring the *IP* rights of RMU.

Copyrighted Works

The University acknowledges that faculty and staff who are employees of RMU prepare for publication, usually through individual effort and initiative, articles, pamphlets, books, and other scholarly works which are subject to copyright, and which may generate income. Publication may also result from work supported partially or completely by the institution or other public or private sector entities.

It is the policy of RMU that ownership of all copyrighted works shall remain with the author/creator unless: (1) the work is commissioned by RMU and it is known, or should reasonably be known, that the work will constitute a University publication; (2) the work is created under an agreement between RMU and a third party that assigns copyright ownership to either RMU or the third party.

Examples of copyrighted works that remain with the author/creator include:

- Teaching materials for internal students
- Lecture Notes
- Other materials designed for teaching of students
- Books
- Articles
- Conference presentations and papers
- Student thesis, dissertation, capstone, and scholarly projects

The University expects that faculty and staff who create copyrightable works shall identify, where appropriate, their affiliation with RMU and shall promptly notify the Provost in writing of the creation of said work. Additionally, the University retains a perpetual, non-exclusive, royalty-free license to use the work.

The University will not claim copyright in student work that is created substantially to comply with the student's coursework or graduation requirements. If the work contains research data rising from University research, the student's copyright will only extend to the form of the expression of data in the thesis, dissertation, capstone, or scholarly project. Any thesis, dissertation, capstone or scholarly project submitted to the University as part of degree requirements may be placed by the University in the Learning Resource Center in electronic and other formats. The University has a perpetual, non-exclusive, royalty-free license to use the work.

Inventions and Patents

Unless otherwise agreed in a prior written agreement, all full or part-time faculty, adjunct faculty, students, staff, or other affiliates of the University assign to the University all rights, titles, and interests to all inventions conceived, developed, or created (1) in the course of University research, and/or (2) with University resources not usually and customarily provided. The University requires that all inventions, improvements and discoveries, whether

patentable or not, which are conceived or reduced to practice through research and development supported by University-owned or administered funds, equipment, facilities, materials, or services must be disclosed promptly to the Provost in writing. All full- or part-time faculty, adjunct faculty, students, staff, or other affiliates of the University are included in this policy.

The process for the submission is as follows:

1. The relevant party discloses the invention to the Provost in writing.
2. The University or its designee will make an evaluation in order to decide whether to apply for a patent.
3. The University will notify the inventor in writing in a timely manner of its final decision. If it fails to do so within six months of receiving a disclosure, or if it decides not to pursue a patent application, the invention will become the property of the inventor subject to the rights of any outside sponsor, if applicable.

Inventors wishing to request an exception to this policy or to challenge a patent decision by the University may appeal to the University Provost. The Provost will appoint an ad hoc committee of three members mutually acceptable to the inventor and the Provost, including at least one faculty member and one member of the administration. The committee will prepare a report of its findings and make a recommendation to the Provost. The decision of the University Provost, which is to be explained in writing, will be final.

Trademarks

Trademarks and service marks are distinctive words or graphic symbols identifying the source, product, producer, or distributor of goods or services. Registration of trademarks or service marks, at the state or federal level, shall be approved by the appropriate campus or University level officer. Proceeds received from commercialization of a registered or unregistered mark that is related to an IP license for associated IP will be shared with all creator(s) of the associated property. For proceeds received from commercialization of a mark that is licensed independently and is not directly related to an IP license, the share that would normally be distributed to the creator(s) will be assigned to the unit(s) from which the trademark or service mark originated. Except as provided herein or subject to prior written agreement between the creator(s) and the University, the University will not share the proceeds from commercialization of a mark with the individual(s) who created the mark.

Other Works

Other works not expressly addressed in this policy will require the creator(s) to submit a Disclosure Form to the Provost, which will be reviewed on a case-by-case basis.

Distribution of Income

Rocky Mountain University policy encourages the development of IP by its faculty and staff and provides for the sharing of any income derived with the creators of the ideas that produced the IP. When IP is the property of the University, and to recognize the creator's commendable services and to encourage research, the University will share the proceeds with the creator. The mechanism for the division of this income is here described in detail:

- *Net proceeds* means the net amount received in each fiscal year from the transfer or licensing of IP after deduction of all accrued costs reasonably attributable to such IP, including without limitation any reasonable expense of patent prosecution, protection and litigation, and commercialization. Such direct costs typically include: legal filing fees; patent application, issuance, and maintenance charges; transfer or licensing costs; and product development costs. All expenditures, special advances and repayment terms shall be identified and detailed in writing at the time they are made. The time of regular RMU personnel will not be included in the determination of costs attributable to IP protection and commercialization.
- *Proceeds* shall refer to all revenue and/or equity, as defined below, received by the University from transfer, commercialization, or other exploitation of University-owned IP.
 - *Revenue* shall mean cash from payments including, but not limited to, royalties, option fees, license fees, and/ or fees from the sale of the University's equity interest.

- *Equity* shall include, but not be limited to, stock, securities, stock options, warrants, buildings, real or personal property, or other non-cash considerations.
- *University Equity Interests.* Even when the University does not own IP under this policy, if the University provides extraordinary resources to the creation of IPs, it enjoys an equity interest in the net proceeds derived from those properties. The University's equity interest is determined by the extent of use and the value of these extraordinary resources. The amount of the University's equity interest in a particular IP will be agreed upon before pursuing protection/ commercialization.
- *Revenue Distribution.* When revenue is received by the University, all out-of-pocket payments or obligations (and in some cases, a reasonable reserve for anticipated future expenses) attributable to protecting (including defense against infringement or enforcement actions), marketing, licensing or administering the property may be deducted from such income. The income remaining after such deductions is defined as net revenue. In the case of multiple IP licensed under a single licensing agreement, the University shall determine and designate the share of net income to be assigned to each IP.
 - The Inventor(s) or Author(s) or Creator(s) Share. The creator (or creator's heirs, successors, and assigns) normally shall receive forty-five percent (45%) of net revenue. If there are joint creators, the net income shall be divided among them as they shall mutually agree. Should the creators fail to agree mutually on a decision, the University shall determine the division.
 - Originating or Academic Unit(s) Share. The originating unit normally shall receive fifteen percent (15%) of net revenue. If a creator is affiliated with more than one originating unit or if there are joint creators from different units, the originating unit(s) share shall be divided among such units as agreed in writing by the responsible unit executive officers.
 - University. The University normally shall receive twenty-five percent (25%) of net revenue. Distribution of the University's share shall be allocated in support of its technology transfer activities and academic and research programs as determined by the Director of Research.
 - University Foundation's Share. The University Foundation shall receive fifteen percent (15%) of net revenue that will provide seed money for research and development that result in projects that have commercial, income producing possibilities. In such cases, it is understood that the foundation will get its investment back and receive a proportionate share of revenue and/or royalties.
- *Equity Distribution* In any instance wherein the University executes an agreement with a corporation or other business entity for purposes of exploiting IP owned by the University and the University receives or is entitled to receive equity, revenue from the equity shall be shared among the creator(s), the originating unit(s), and the University in the same proportions as revenue distributions. In the case of the division of income in the form of equity and in the case of all IP income, the creator may continue to receive income upon termination of employment with RMU. Furthermore, income will pass to the creator's heirs as directed by the creator's estate.
- *Exceptions When the Creator(s) Have No Entitlement.* If the University accepts research support in the form of a sponsored research agreement or unrestricted grant as part of the consideration for an IP license in lieu of an option fee, license fee or royalty, the creator(s) shall have no entitlement to receive a share as personal income.
- *Special Distributions.* Special facts or circumstances may warrant a different distribution of proceeds than specified above and such distributions will be determined on a case-by-case basis under the authority of the Director of Research.
- *Revenue from Actions for Defense or Enforcement of IP Rights.* When the University receives revenue from third parties that results from successful actions for the purpose of defending or enforcing the University's rights in its IP, such revenue may first be used to reimburse the University (or the sponsor

or licensee, if appropriate) for expenses incurred in such actions. The creator(s) and their originating unit(s) shall be entitled to recovery of lost royalties from the remaining net revenue. The remaining net revenue shall be allocated in support of the University's technology transfer activities and academic and research programs as determined by the Director of Research.

Resolution of Grievances

If any creator does not agree with any decision made by the Provost, a petition may be made to the President within seven working days of the issuance of the decision. The request shall be made in writing, delivered to the President, and copies shall be made to the Provost. Any petition shall set forth the specific reasons supporting the party's position and include any supporting documentation. Upon receipt of a request to reconsider the Provost's decision, the President shall review the information provided and, within twenty (20) working days, shall issue a written decision. The decision on this review will be the final decision of the University.

Separation from University

An employee or student leaving the University or a contractor's agreement coming to an end does not in any way change the obligations the creator or the University has incurred under this policy.

Issues Not Addressed.

The Provost shall have the power to address matters not specifically covered by this policy, but shall report such matters to the Presidents Cabinet, the Academic Leadership Council and the Board of Trustees as soon as practicable.

Student Academic Integrity

The University is committed to maintaining an intellectual and ethical environment based on the principles of academic integrity. In this endeavor, academic integrity is essential to the success of the University and its community. The University strives to conduct fair and honest evaluations of all student work; however, violations of academic honesty threaten the integrity of learning, scholarship, and constitute serious offenses toward the entire academic community.

Students are expected to adhere to their professional Code of Ethics and the University's ideals and core values. Students must refrain from infractions of academic integrity, conduct that may lead to suspicion of such infractions, and conduct that aids others in such infractions. The faculty, administration, and students are responsible for establishing and maintaining an environment that supports academic integrity.

Every student has an obligation to act with honesty, integrity, and to respect the rights of the University, its students, faculty, and staff in completing all academic assignments. Academic dishonesty includes cheating, plagiarizing, and facilitating infractions with respect to the following: examinations, the proctor process, course assignments, alteration or forgery of records, computer fraud, or illegal possession or dissemination of examination questions. Academic dishonesty also includes being aware of another student's dishonesty and failing to report awareness of the dishonest student's behavior.

Definitions

Cheating

Cheating is defined as

- The use of sources beyond those authorized or implied by the instructor in testing, writing papers, preparing reports, solving problems, or carrying out other academic activities or assignments;
- Acquisition, without permission, of tests or other academic material belonging to a member of the University faculty, staff, or another student; or
- Engagement in behavior specifically prohibited by a faculty member in verbal, written, video, or other communications to students.

Plagiarism

Plagiarism is representing the words or ideas of another individual as one's own. Honesty requires fully

acknowledging any ideas or materials taken from another source for either written or oral use. The language or ideas taken from another may include but are not limited to isolated formulas, concepts, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, presentations, or other students' writings. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment is also considered plagiarism. This includes the use of artificial intelligence (AI) without proper attribution.

While there are many specific types of plagiarism, seven common methods of plagiarism have been identified^{1, 2, 3}:

1. Direct Plagiarism: directly copying another author's work and representing it as one's own.
2. Patchwork Plagiarism (sometimes called 'patch writing' or mosaic plagiarism): reuse a mix of words or phrases from one or more sources without properly citing the source(s).
3. Paraphrasing Plagiarism: paraphrasing the work of others by changing a few words or changing their order if one does not cite the original author.
4. Plagiarizing graphs, figures, tables or images without citing the original source.
5. Self-plagiarism: submitting work that completely or partially duplicates the author's own previous work (e.g., copying written work from a previous assignment into a future assignment). Refer to the "Self Plagiarism" section below for more information
6. Purchasing papers written by other authors and submitting them as one's own.
7. Use of artificially intelligent⁴ or other digital tools to generate work passed off as one's own. Refer to the "Artificial Intelligence (AI)" section below for more information.

Self Plagiarism

According to Roig (2006), self-plagiarism happens when people present their previous work as "new" without citational acknowledgment of the previous work. Some examples of self-plagiarism are (a) re-using portions or a whole document that was previously submitted or presented without attributing the previous work; (b) republishing a paper/presentation without notifying the publisher or the reader; and (c) breaking a larger study into multiple publications/presentations (without recognition of the related papers or previously published works from the same/larger study) to increase the number of publications/ presentations. In certain programs, students may be encouraged to scaffold assignments as they develop their projects (e.g., capstone or dissertation) and thus may benefit from using components from one assignment in subsequent class assignments. Work completed for previous classes may be submitted partially or entirely for an assignment in another course only with the full and clear acknowledgment and permission of the faculty to whom it is submitted.

Any student who fails to give credit for ideas or materials taken from their own previous work or another source, including those downloaded from an online source without permission, is guilty of plagiarism and a violation of academic integrity.

Facilitating Infractions of Academic Integrity

Facilitating is helping or attempting to help another, through one's acts or omissions, to commit an infraction of academic integrity.

Examples of Violations of Academic Integrity Policy:

A student may be found to have violated this policy if, during or in connection with any academic or clinical

¹ Park, C. (2003). In other (people's) words: Plagiarism by university students—literature and lessons. *Assessment & evaluation in higher education*, 28(5), 471-488.

² <https://www.niu.edu/academic-integrity/faculty/committing/examples/index.shtml>

³ <https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>

⁴ Students should learn to harness the benefits of technology such as Artificial Intelligence (AI) while respecting its limitation. Like committing plagiarism, using AI to generate graded activities without having been explicitly instructed to do so, is in violation of RMU's academic integrity policy.

project, performance, or evaluation, they:

- a) Practice any form of academic deceit;
- b) Refer to materials or sources or employ devices (e.g., audio records, crib sheets, books, software, electronic sources) not authorized by the faculty member for use during the academic performance assessment process;
- c) Possess, buy, sell, obtain, or use, without appropriate authorization, a copy of any materials intended to be used as an academic performance evaluation instrument;
- d) Act as a substitute for another person in any academic performance evaluation process;
- e) Use a substitute in any academic assessment process;
- f) Depend on the aid of others to the extent that the work is not representative of the student's abilities, knowing or having good reason to believe that the faculty member does not authorize this aid;
- g) Provide inappropriate aid to another person, knowing or having good reason to believe that the faculty member does not authorize the aid;
- h) Engage in plagiarism, as defined above;
- i) Permit work to be submitted by another person without the faculty members' authorization;
- j) Submit falsified or inaccurate patient information in a clinical setting;
- k) Submit falsified data for capstone and/or dissertation projects;
- l) Attempt to influence or change any academic evaluation or record for reasons irrelevant to class performance; or
- m) Violate the University policies for proctoring examinations.

Artificial Intelligence (AI)

While the advent of artificial intelligence has the potential to enhance learning, it also presents threats to academic integrity when used inappropriately. A student should never represent the work of AI as their own, but there are legitimate uses for some AI tools. The table below provides examples of what may or may not be acceptable regarding AI-assisted or generated work.

AI-Assisted Writing May Be Acceptable	AI-Generated Writing Not Acceptable
● Use AI-assisted writing to brainstorm ● Explore new topics/ideas with AI-assisted writing ● Use AI-assisted writing to explore potential counterarguments/ opposing points of view ● Reuse your writing by taking suggestions from your AI assistant to make improvements	● Cheat on the writing & research process ● Generate large chunks of text with little or no input from you as an author ● Trust something the AI has generated at face value ● Use AI-generated text as a substitute for research or critical thinking

Penalties for Violations

Students have been given notice of this rule by virtue of its publication. All students sign upon admission that they have read and understand the information in the University Handbook, which includes the information in this policy regarding academic integrity. Regardless of whether a student has read this rule, they are responsible for adhering to the policy and are not excused from this policy due to ignorance. In general, the minimum penalty may be failing the assignment or the course. The maximum penalty for violations of this policy will be dismissal from the University. The Provost may recommend lesser penalties as deemed warranted.

Procedure

Any member of the University community may bring evidence that a student has violated this policy to the attention of a faculty member, Program Leadership, or University administrator.

Once evidence of academic misconduct has been presented, the procedure below will be followed:

1. The evidence showing a student violated this policy will be sent immediately to Program Leadership and the College Dean, who may bring the issue to the Provost's attention
 - a. If a faculty or staff member suspects a student of academic misconduct, they should refrain from discussing it with the student until after consulting with Program and College leadership. This discussion is usually informal (i.e., phone call or chat between faculty and program leadership) and should take place immediately to address the potential violation.
 - b. The Program Leadership and College Dean will then decide:
 - i. How to approach the issue with the student, and
 - ii. Whether this should be handled at the program level or forwarded to the Provost to be managed via the formal University process.
 1. The types of issues that may be handled at the program level may include (but are not limited to):
 - a. Citation errors in an assignment, when it is not part of a larger pattern;
 - b. Copying a paragraph from another source without attribution;
 - c. Submission of a writing assignment not in the student's usual voice; or
 - d. Other minor, first-time violations that don't indicate a pattern of academic misconduct.
 2. Any repeat offense (i.e., a student who has previously been charged with a violation of academic integrity) must be forwarded to the Provost, regardless of the severity of the second violation.
2. If the issue is resolved at the program level, documentation related to the violation and any action taken will be saved with the student's official record.
3. If the Program Leadership and College Dean decide to forward the issues to the University process, they will provide the Provost's Office with a summary of the allegation, including all supporting evidence.
4. The Provost will oversee the investigation and determine if a violation occurred. The Provost may delegate the investigation of this allegation to other University officers as deemed appropriate.
5. Following the investigation, if it is deemed that a violation has occurred, the student will be officially notified in writing of the charge, including the evidence upon which that charge is based.
 - a. The student may or may not already be aware of the charge before the official notification, based on prior conversations with Program Leadership and faculty.
6. To ensure each student is afforded their due rights and process when a charge has been made, the student will be given 15 days from the date of written notification of the charge to respond.
 - a. The student should respond to the charge in writing and may provide any additional documentation or evidence necessary within that response.
7. After reviewing the investigation results and the student's response, the Provost's Office will make a final determination regarding the charge.
8. If it is deemed that the student is guilty of violating the academic integrity policy, they will be assessed a penalty, up to and including dismissal from the University, in accordance with the guidelines under the "Penalties of Academic Dishonesty" section above.
9. The documentation related to the violation and penalty will be saved with the student's official record.
10. The student may appeal these actions in accordance with the "Student Appeals" section of this Handbook.

Student Conduct and Behavior

The University recognizes its obligation to develop intellectual curiosity as well as social and cultural awareness, and ethical principles and concepts of civility. The University is committed to upholding the fundamental values of honesty, respect, and individual responsibility. Representing the basis for those rights and responsibilities are integrity, autonomy, justice, and respect.

All students are expected to adhere to their professional Code of Ethics and to respect the rights of others. Students are expected to contribute to fostering an atmosphere that supports positive educational pursuits, developing an understanding, tolerance, and acceptance of those with different cultural and political points of view, and to foster an environment that encourages mutual respect, fairness, politeness, and responsible behavior in the community in support of local, state, and federal laws. This policy extends to behaviors on-campus, off-campus, and in virtual environments. Students are always held accountable for their conduct, both on and off-campus.

Because it is not possible to establish a set of rules or guidelines that will address every issue of civility, all students are charged with the responsibility to promote and value the ethic of common respect and civility. To that end, students are expected to:

- Adhere to the rules and regulations for appropriate student behavior;
- Follow the syllabi provided by each faculty member, respecting the right to teach and to learn;
- Respect the rights of others;
- Comply with verbal and written directions from university officials;
- Behave in a manner that reflects good citizenship as expected under the law and civility in the University setting; and
- Follow the standards set out for student behavior in the “Student Academic Integrity” section of this handbook, and in the Nondiscrimination, Nonharassment, Conduct, and Equity Resolution Process Handbook, (adhering to all federal and state laws and guidelines regarding nondiscrimination, nonharassment, and conduct) which is available on the university website.

Disruption of, or interference with, the University’s educational objectives, its operations, or its students, officials, staff, and faculty in the performance of their work, or any other aspect of its mission, is prohibited. To clarify what constitutes high standards of behavior and conduct, the following types of misconduct are subject to disciplinary action including, but not limited to:

- Engaging in violent, abusive, indecent, profane, or otherwise disorderly conduct.
- Engaging in abusive, profane, or otherwise foul language.
- Engaging in harassment or unlawful discriminatory activities or violating University rules governing harassment or discrimination.
- Violation of the University’s alcohol, tobacco, gun, and drug-free environment policy.
- Violation of local, state, and/or federal laws on University premises or at University functions on or off-campus.
- Violating the terms of any disciplinary sanction imposed for an earlier violation of this code or other University rules.
- Any act of behavior that interferes with, or disrupts any instruction, research, clinical activity, administration, or authorized University activity.
- Placing continued, persistent, or unreasonable demands on a University official in performance of duties that impedes normal departmental functions.
- Leading or inciting others to disrupt scheduled or normal activities of the University.
- Behavior involving abuse, threats, intimidation, harassment, menacing, stalking, or coercion which puts at risk the health and safety of any person.
- Causing reasonable apprehension of harm or engaging in conduct or communications that a reasonable person would interpret as a serious expression of intent to harm.
- Interfering with any University investigation or criminal investigation, including but not limited to tampering with physical evidence or inducing a witness to testify falsely or to withhold testimony.
- Denying a board member, administrator, employee, student, or guest freedom of movement or legitimate use of the facility, disrupting a person’s performance of institutional duties or other educational activities, or occupying any University building or property after due and legal notice to depart has been given.

Administrators, faculty, employees, and students are responsible for maintaining the highest of professional standards. Consequently, questions of a disciplinary nature will be handled directly by the Provost, or in the case of the DPT program, by the Program Director and student progression committee in conjunction with the Provost,

as outlined in the DPT program student handbook. It is understood that all individuals shall be afforded the right of due process before any type of disciplinary action can be taken against them.

Definitions

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

Harassment is the treatment of or behavior toward an individual or group that is abusive, hostile, intimidating, or has the intent to affect the individual's educational performance or working environment. Harassment constitutes a form of discrimination that is prohibited by RMU policy and federal and state law.

Sexual harassment is:

- Unwelcome,
- Sexual, sex-based, and/or gender-based,
- Verbal, written, online, and/or physical conduct

Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education.
- submission to or rejection of such conduct by an individual is used as the basis for educational decisions affecting such individual.
- such conduct has the purpose or effect of unreasonably interfering with an individual's educational performance or creating a pervasively intimidating, hostile, or offensive environment.

Non-Academic Dismissal

Students dismissed from the University for non-academic reasons will be given a grade of AF (Administrative Failure). Dismissal may appear on a student's transcript when action has been taken against the student. These notices do not place a hold on a student's record but do give notice of action taken against the student.

Reporting Discrimination, Harassment, and Sexual Misconduct

The RMU community is committed to an environment of nondiscrimination, nonharassment, and professional conduct. Discrimination, harassment, and sexual misconduct should be reported to the appropriate parties so that it can be investigated, remedied, and addressed to both stop the offense and limit or eliminate further harm to RMU students, students, staff, and visitors. A complaint may be filed according to the procedure outlined below:

Reports of discrimination, harassment, and/or retaliation may be made using any of the following options. There is no time limitation on the filing of allegations. However, if the responding party is no longer subject to RMU jurisdiction, the ability to investigate, respond, and provide remedies may be more limited:

1. Reporting or internal inquiries can be made directly to the University's office of Civil Rights & Accessibility (OCRA), Room 7260, the Tower on the University's main campus, by phone 385.375.8798 or via email ocra@rm.edu.
2. Confidential online reporting using the form posted at <https://rm.edu/office-of-civil-rights-and-accessibility/reports-and-complaints/>; or
3. Report using the RMU Discrimination Hotline, 385.375.8344
4. For further federal information on notice of non-discrimination, visit <https://www2.ed.gov/about/offices/list/ocr/index.html> or call 1-800-421-3481.

For further definitions and for the equity resolution process used whenever these alleged violations occur, see the RMU Title IX and Civil Rights Handbook, online at <https://rmu.edu/office-of-civil-rights-and-accessibility/handbooks-and-reports/>.

Violations of Academic Integrity and Code of Conduct

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

- cheating, plagiarism, or any form of academic dishonesty
- unlawful possession, use, or distribution of drugs or the use of alcohol on University property or during any University activity. The University will terminate and refer for prosecution any student involved in these activities.
- any unauthorized access to, copying of, or use of confidential or proprietary information or material of the University or the University's employees or students
- computer fraud.
- Destroying, damaging, or taking any property of the University. The student will also be liable for the repair and/or replacement of the damaged property.
- sexual harassment and hate crimes
- insubordination
- unauthorized use of University equipment, facilities or any other property
- falsification of any document

Students have been given notice of the University's expectations regarding academic integrity and appropriate conduct by virtue of its publication. On admission, each student signs that he or she has read the University Handbook and is charged with knowledge thereof. Students are not excused from academic dishonesty or code of conduct violations due to ignorance. Any member of the University community may bring to the attention of a faculty member, PD, or University administrator evidence in support of an allegation that a student has demonstrated academic dishonesty or code of conduct violation. The allegation will then be reviewed and, if it is deemed that a violation occurred, the student will be notified of the charge. The student will be given 15 days to respond. Each student is afforded his or her due rights and process when a complaint has been filed. No penalty will be enforced until the student has been informed of the charge, of the evidence upon which it is based, and been given an opportunity to present a defense. After reviewing all evidence, including the student's response/defense to the charge, if the University representative believes the student guilty of academic dishonesty or code violation, he/she will assess a penalty immediately and shall promptly report the case in writing to his or her immediate supervisor (PD for a faculty member, Provost for PD). The penalty will be in accordance with the policy contained in this handbook and will remain as a written record in the student's file. In general, the penalty for *any* act of academic dishonesty will be a failing grade in the course and the maximum penalty will be academic dismissal. With PD approval, the faculty member may recommend lesser penalties as deemed warranted.

Student Appeal Process

Students who are dissatisfied with decisions made by a program, college, or by the University may appeal those decisions through this formal process. An appeal is defined as 1) a formal petition to change an action or a university decision or 2) a request for an exception to policy. This policy applies to current and former students at the university.

Academic appeals are petitions to change a decision rendered about an academic matter. The basis for a student's appeal of an academic decision may be either that the academic judgment was unfair in the view of the student or that the university's academic policies were applied incorrectly in the view of the student. Students may appeal grades, disciplinary actions, and academic actions taken by University officials. Requests for course substitutions and exceptions are also included in this academic appeal process.

To ensure a fair and timely appeal process for all parties involved, the procedures outlined in this policy are in place for student appeals. All decisions determined through this process are final.

Appeal Categories

Categories for the different types of appeals are classified and defined as follows:

Academic Actions Taken by University

Appeals of academic-related actions taken by the University. This category of appeal includes actions related to:

- Student academic dishonesty
- Academic status (e.g., academic probation)

This category of appeal also may include general appeals of academic actions, not explicitly covered elsewhere.

Academic Policies/Deadlines

Requests for an exception to an official University policy or deadline require a formal appeal. Examples of this category of appeals include, but are not limited to, appeals of programmatic policies or requirements.

Course Substitutions and Transfer Credits

Requests for reconsideration of course substitutions and of acceptance of internal and external transfer credit require a formal appeal. These types of appeals will be evaluated by subject/content matter experts, usually Program Directors (PDs).

Course Withdrawal Grade

Requests for dropped course(s) to appear differently on the transcript of a student who withdraws from one or more courses requires a formal appeal. This includes:

- Students who withdraw from a course(s) and receive a Withdrawal (W) grade, may appeal to request that the W grade and course listing be removed from the transcript.
- Students who withdraw from a course(s) and receive an Administrative Withdrawal (AW) grade, may appeal to request that a Withdrawal (W) grade, which does not impact GPA, be used in replacement of a failing AW grade.

Dismissal from Program/University

Requests to appeal dismissal from a program or from the University only will be considered for the following circumstances:

1. Dismissal for failure to meet academic standards.
2. Dismissal for student conduct not related to discrimination and/or harassment.

NOTE: All issues related to discrimination and/or harassment fall under the Equity Resolution Process, as outlined in this Handbook and in the RMU Nondiscrimination, Title IX, and Civil Rights Handbook, which can be accessed on the University website. Those issues must be appealed using the procedures outlined in that Handbook.

Final Course Grades

Faculty members have the primary responsibility of assessing the work and assigning grades for all students in their courses. Course syllabi will include the method by which the final grade will be determined, and it is the responsibility of the student to be familiar with all course/grading requirements.

In some instances when a student believes they have received a final course grade that is incorrect or does not accurately represent their performance in the course, the student has the right to appeal the received grade. An appeal may only be made for the following circumstances:

1. Alleged error in process,
2. Alleged partiality, and/or
3. Discovery of new information.

NOTE: Course grade appeals follow a different process than general appeals and must be initiated within fifteen (15) days of receipt of the final course grade. Refer to the procedures section below for the Final Course Grade Appeal Process.

Non-Academic Issues

Non-academic issues such as those listed below also may be appealed via this process. Examples include:

- Tuition/Payment related requests*
- Admissions-related appeals
- Appeal of non-academic action taken by the university, not covered elsewhere

NOTE: Financial aid appeals related to Satisfactory Academic Progress will follow the process as outlined in “Satisfactory Academic Progress” section of this Handbook.

*Students appealing a tuition-related issue may be asked to provide additional documentation to verify extenuating circumstances cited as ground for the appeal. If this information is not provided with the initial appeal, it may delay the review process until required documentation is received by the University.

Student Record

Request for an amendment of a student’s education records that the student believes are inaccurate or misleading.

Withdrawal From Program as a Result of Inactivity

Request to be reinstated into a course or program after a withdrawal was processed administratively as a result of inactivity or missing an on-site session (refer to “Attendance Policy” section of this Handbook).

Review Process for Appeals

There are two types of appeal reviews that can occur – Expedited and Full Committee. Students submitting appeals must select the desired review type; however, the final determination of the review type may only be determined by the Department Chair, Dean, or the Provost. Once an appeal is reviewed using one of the below review types, it may not be resubmitted to be reviewed through the other review type.

Expedited Review

This type of review is generally submitted for non-academic appeals and is not submitted to the Academic Appeals Committee (AAC). When a student selects this option, the appellant waives the right to a full hearing with the Academic Appeals Committee. Because this review type does not include an investigation by the AAC, it is completed within approximately 15 days.

Full Committee Review

This review type is submitted to the Academic Appeals Committee (AAC). With this review type, the AAC is provided with all submitted documents from the appellant, as well as relevant documentation from the University. Additionally, the student is given the opportunity to present their case to the AAC in a formal hearing. The AAC then makes a recommendation to the Provost.

Hearings are scheduled once per month, on the second Tuesday at 3PM Mountain Time. Appeals submitted on or before the first Tuesday of each month will be heard in that month’s hearings. Appeals submitted after the first Tuesday of the month will be included in the next month’s hearing schedule. The AAC may elect to offer additional times for hearings.

If desired, the Provost/Dean may elect to approve an appeal submitted for Full Committee Review in advance of a scheduled monthly hearing date without a hearing. The Provost/Dean may not elect to deny an appeal submitted for Full Committee Review before the hearing occurs and a recommendation is provided from the AAC.

Student Appeal Procedure

For appeal of grades, programmatic/departmental policies, and immunization requirements, refer to the specific processes outlined below. For all other appeals, use the General Appeal Process.

General Appeal Process:

1. Any current or former student may initiate an appeal by completing the Appeal Form available on the University Website and sending it, along with any relevant documentation (including verification of extenuating circumstances cited as grounds for a tuition related request), to the Registrar's Office.
 - a. Within the Appeal Form, the student must select their desired review type (Expedited Review or Full Committee Review). The Registrar's Office will confirm receipt of the appeal to the student and forward the appeal and any relevant documentation to the Provost/Dean or AAC depending on the review type selected by the student.
 - b. For Expedited Review requests, the Provost/Dean may confer with other officers, departments, or program officials, as appropriate. The Provost/Dean may elect to forward the appeal to the Academic Appeals Committee (AAC) for a full committee review. Appellants will be informed in writing if this occurs.
 - c. For Full Committee Review requests, the AAC will hold a hearing, consider the appeal, and make a recommendation to the Provost/Dean.
1. The Provost/Dean will make the final decision on the appeal, taking into account all relevant information, including the recommendation from the AAC (if applicable).
2. Formal written communication will be sent to the appellant detailing the decision of the University and what actions, if any, will be taken. This communication will be added to the student's official record.
 - a. For Expedited Review types, the Provost/Dean will make a decision, and the appellant will be notified within 15 days of submission of the appeal.
 - b. For Full Committee Review types, the AAC will make a recommendation to the Provost within 7 days after the hearing occurs, and the student will be notified of the decision within 15 days total after the hearing.

Final Course Grade Appeal Process

All final course grade appeals must start as an appeal of the grade between the student and the faculty member for that course as outlined below. If a student is not satisfied with the outcome after the faculty reviews the student's appeal, they can appeal further via the process below.

Any final course grades under appeal, and the resulting consequences for the student (e.g., academic, or financial aid probation, dismissal), will stand until the appeal has been finalized.

1. The student initiates the appeal by making a written request to the applicable faculty member of the course in which the final grade was received. Program Directors of both the student's academic major and the faculty member's Department Chair should be copied on all grade appeal correspondence. This appeal should include the grounds of the appeal (see above for more information) and must be made within fifteen (15) days of the date that the final course grade is posted to the student's official record/transcript.
2. The faculty member will review the written appeal, make a determination, and notify the student, in writing, of their decision.
 - a. If the faculty member determines the grade should be changed, the faculty member will submit a Grade Change Form to the Registrar's Office and notify all administrators copied on the appeal of the final course grade resolution.
 - b. If the grade is not changed, the student will be notified no later than fifteen (15) days from the date of the student's initial appeal request.
 - i. The notification will include a rationale addressing why the appeal was not approved, specifically referencing the student's original grounds for the appeal.
 - ii. The faculty member also will include all administrators copied on the appeal and the Registrar on notification of the final course grade denial of appeal.

3. If the student is not satisfied with the decision of the faculty member, they may appeal this decision to the PD or, in the event that the PD is the course faculty member, to the College Dean (see step five below).
 - a. This appeal must be made within fifteen (15) days of the faculty member's written response.
 - b. This appeal must include all relevant documentation, including copies of the original appeal request, and the faculty member's written response.
4. The PD will review the request and make a determination. The decision of the PD will be communicated in writing to the student, the faculty member, and the Registrar's Office within fifteen (15) days of the student's appeal.
 - a. If the PD determines that the grade should be changed, they will submit a Grade Change Form to the Registrar's Office.
5. If either the student or the faculty member does not agree with the PD's decision, they may appeal in writing to the college Dean within fifteen (15) days of receiving the PD's written response.
 - a. The appeal must include all relevant documentation, including copies of the original appeal request, and the faculty member's and PD's written response(s).
6. The Dean will review the request and make a determination. The decision of the PD will be communicated in writing to the student, the PD, the faculty member, and the Registrar's Office within fifteen (15) days of the student's appeal.
 - a. If the Dean determines that the grade should be changed, they will submit a Grade Change Form to the Registrar's Office.
7. If either the student or the faculty member does not agree with the Dean's decision, they may appeal in writing to the Provost within fifteen (15) days of receiving the Dean's written response.
 - a. The appeal to the Provost should include the details of the appeal and an outline of the efforts to resolve the issue.
8. Once the appeal is escalated to the Provost, the appellant should follow the "General Appeal Process" as outlined above.

Programmatic Policy Appeal Process

Various programs at the University have programmatic requirements and policies.

1. For appeals of specific programmatic decisions/policies, students should refer to established processes as published in programmatic handbooks.
2. For issues where specific processes are not established, students should make requests in writing to the appropriate programmatic officer.

If a student is not satisfied or does not agree with the program's decision, they may appeal that decision by following the "General Appeal Process" as outlined above.

Immunization Requirement Exception Process

Appeals for exceptions to immunization requirements must be submitted prior to admissions, for incoming students, or as early as possible when the situation arises for currently enrolled students.

1. Students must submit an appeal request in writing to the Dean, and this request must include:
 - a. Why the student is, or will be, unable to meet the immunization requirements; and
 - b. How the student plans to complete the program, including clinical rotations, without the program's required immunizations.
2. Once the appeal is received by the Dean, the appeal will follow the "General Appeal Process" as outlined above.

*For Doctor of Optometry, Doctor of Occupational Therapy, Doctor of Physical Therapy, Doctor of Nursing Practice, Master of Occupational Therapy, Master of Medical Science, Master of Science in Counseling (all programs), Master of Science in Nursing (all programs), Master of Science in Medical Speech Language Pathology, and all APRN certificate programs, please reference "Program Information" section of this Handbook.

Student Complaints

Any person can bring a complaint or grievance to the attention of the University. Complaints and grievances will be managed as described below.

Student complaints are typically resolved following policies and procedures described in the university or department handbooks, as well as related policies. Specifically, information regarding the following is available in this Handbook: Grade Mediation and Academic Appeals process; Violations of Academic Integrity and Code of Conduct; Guidelines for Addressing Allegations of Academic Dishonesty; and Non-Academic Dismissal.

1. Any member of the University community may bring to the attention of the office of Civil Rights & Accessibility (OCRA) evidence in support of an allegation that a student has demonstrated behavior inconsistent with University policy of a non-academic nature. This could include, but is not limited to, code of conduct violations, carrying or bringing to campus a weapon, smoking, or drinking alcoholic beverages on University grounds.
2. All formal complaints filed shall be in writing and contain the name and/or names of the student and a clear statement explaining the nature and circumstances of the complaint along with any other supporting documentation and presented to the OCRA. The Director of the OCRA will advise the student, investigate the complaint, and either resolve the complaint or submit a written recommendation to the EVP for Academic Affairs & Provost for suspension and/or dismissal. The student will be afforded an opportunity to respond.
3. If the student desires to appeal the Director of the OCRA's decision, the student must submit a Student Appeal Form, available from the University website, within 14 days of the decision and state the reasons for the appeal.
4. The Director of the OCRA will convene an ad hoc grievance committee (comprised of at least two students and both academic and non-academic University employees). The accused student(s) will be notified in writing of the pre-hearing interview time, the hearing date, and the complaint being brought against him or her.
5. The ad hoc grievance committee will investigate the complaint to include interviewing the student and other investigations to satisfy the committee as it comes to a decision.
6. Students who are determined to have violated a University policy or regulation may face disciplinary action. The Director of the OCRA has the right to review any judicial situation and has the final decision on all findings, sanctions, and appeals.
7. All documentation related to the grievance and decision will be saved in a secured drive.

Equity Resolution Process

The Equity Resolution Process is outlined in the [RMU Title IX and Civil Rights Handbook](#). This process manages issues related to discrimination and harassment on the basis of: race or color; ethnicity and national origin, including ancestry; citizenship status; personal appearance; religion, faith, or creed, including no religion; political affiliation; economic status including bankruptcy or bad debt disability, whether physical or mental; age; marital status; sexual orientation; gender or gender expression, or gender identity; sex; pregnancy; veteran or military status; predisposing genetic characteristic; domestic violence victim status; or any other protected category under applicable local, state, or federal law.

Additional information regarding Civil Rights & Accessibility policies and processes can be found on the University website.

Non-Retaliation

The University is committed to fostering a fair and supportive environment where students can address concerns without fear of retaliation. No student shall face harassment, intimidation, or adverse action for submitting a good-faith grievance, cooperating in an investigation, or assisting another student in the grievance process. Retaliation of any kind is expressly prohibited and will not be tolerated.

While no one will be penalized for filing or supporting a grievance in good faith, disciplinary action may result if the grievance process identifies misconduct, retaliation, or abuse of the grievance policy. The procedures outlined in this policy are designed to ensure fairness, consistency, and impartiality in the University's interactions with students.

The University affirms that no person's status or standing within the institution will be adversely affected due to participation in the grievance process. Retaliatory actions by any faculty or employee, including University administrators, against individuals engaged in grievance activities are strictly forbidden.

This policy exists to guarantee that all students feel empowered to seek redress for grievances without concern for their personal well-being or ability to progress in their education. The University will continue to uphold an environment of fairness and integrity in all grievance procedures.

Complaints Outside of Due Process

1. Any verbal complaints made to staff or faculty member that fall outside of due process (i.e. complaints by non-faculty or staff) will be directed to the appropriate administrator. The complaint shall be documented and maintained for a minimum of one year. If the issue is not resolved, the complainant shall be directed to file a formal written complaint.
2. All formal written complaints filed shall contain the name and/or names of the person(s) making the complaint and a clear statement explaining the nature and circumstances of the complaint along with any other supporting documentation. This shall be submitted to the appropriate administrator. The administrator will investigate the complaint, document all findings and communications and notify the complainant of any decisions and/or actions within 30 days. The complainant can appeal the decision if desired.

If the complaint has not been resolved through the RMU processes outlined in this Handbook, student may file a complaint with the following entities:

- State Authorization Reciprocity Agreement (SARA)
Students who have complaints related to distance education should first file a complaint with the institution. If RMU has not resolved the issue, the student may file a complaint with the Utah System of Higher Education (USHE). USHE will only consider complaints previously filed with the institution, and they may refer complaints to an agency in another state.
- Complaints related to a specific program that are not satisfactorily managed by the process(es) in this Handbook that are specifically regarding the Program Director or that address areas associated with academics not specific to an academic program, should be submitted to the Provost at the address below:
Provost
Rocky Mountain University of Health Professions
1800 S Novell Place, Provo, UT 84606
- Complaints related directly to the performance of the Provost should be addressed to:
President
Rocky Mountain University of Health Professions
1800 S Novell Place, Provo, UT 84606

- Complaints that are not satisfactorily addressed by the Office of the President that are related to Regional Accreditation should be made in writing, with an original signature, and addressed to the Provost as documented above, or to:
President
Northwest Commission on Colleges and Universities
8060 165th Ave NW, Ste. 100, Richmond, WA 98052
- Complaints related to program accreditation that are not satisfactorily addressed by the Office of the President, or by the Provost, should be addressed to the applicable accrediting body below:
 - **Nursing:**
Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750, Washington, DC 20001
Phone: (202) 877-6791
 - **Physical Therapy (entry-level):**
Commission on Accreditation in Physical Therapy Education
American Physical Therapy Association
1111 North Fairfax Street, Alexandria, VA 22314
Phone: (703) 706-3245
Email: accreditation@apta.org
 - **Physician Assistant:**
The Accreditation Review Commission in Education for the Physician Assistant
12000 Findley Road, Ste. 275, Johns Creek, GA 30097
Phone: (770) 476-1224
 - **Speech-Language Pathology (entry-level):**
The Council on Academic Accreditation in Audiology and Speech-Language Pathology
2200 Research Boulevard, #310, Rockville, MD 20850
Phone: (800) 498-2071
Email: accreditation@asha.org
- Complaints that are not satisfactorily addressed by the Office of Civil Rights & Accessibility that are related to civil rights and discriminatory harassment should be addressed to:
Office for Civil Rights U.S. Department of Education,
Cesar E. Chavez Memorial Building
1244 Speer Boulevard, Suite 310
Denver, CO 80204-3582
Telephone: (303) 844-5695
Facsimile: (303) 844-4303
Email: OCR.Denver@ed.gov

Information on Registering a Complaint with a State

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

- Arizona State Board for Private Postsecondary Education 1400 West Washington Street Room 260 Phoenix, AZ 85007. <https://ppse.az.gov/content/student-complaint-procedure>
- California Bureau of Private Postsecondary Education P.O. Box 980818 West Sacramento, CA 95798-0818. http://www.bppe.ca.gov/forms_pubs/complaint.pdf
- Colorado Department of Higher Education 1560 Broadway, Suite 1600 Denver, CO 80202. <http://highered.colorado.gov/Academics/complaints/default.html>
- Idaho State Board of Education Attn: State Coordinator for Private Colleges and Proprietary Schools 650 West State Street P.O. Box 83720 Boise, ID 83720-0037.

- Nevada Commission on Postsecondary Education 3663 East Sunset Road Suite 202 Las Vegas, NV 89120.
http://red.nv.gov/Content/Compliance/File_a_Complaint/
- New Mexico Higher Education Department 2048 Galisteo Santa Fe, NM 87505.
http://www.hed.state.nm.us/programs/abe_student_complaint_form.aspx
- Utah Division of Consumer Protection 160 East 300 South Salt Lake City, UT 84111.
<https://dcp.utah.gov/complaints.html?f=c>

Netiquette Guidelines

(Adapted from St. Louis University Netiquette Policy)

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

1. Maintain a scholarly voice. All academic communication (including emails) should be well-written, thoughtful, and checked for errors (spelling, punctuation, etc.). Be aware that some faculty will require Forum postings in APA or AMA format.
2. Think of your comments as printed in the newspaper. Your online comments will be seen, heard and remembered by others, therefore think before you post. Before you make an emotional, outrageous, or sarcastic remark online, think about whether you would care if it was seen in your local newspaper.
3. Be polite and professional. When communicating online, it can be difficult to gauge a writer's emotion. Unless a web camera or microphone is used, the writer's expression or emotion is difficult to determine. Use positive language and ask others to clarify messages for better understanding when needed. Avoid the use of CAPITAL LETTERS, excessive exclamation points (!!), acronyms, and emoticons (;D) in your academic communications.
4. Avoid negativity. You can challenge ideas and the course content but avoid becoming negative online. When you choose to disagree, disagree politely. When you disagree politely, you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.
5. Don't disrupt. Online dialogue is like conversation. If there is a dialogue or train of thought going on, join in, add to it, but, if you have something entirely different to bring up, wait or post it in another thread.
6. Obey copyright laws. Do not steal other people's work, ideas, or arguments. Include references, avoid sweeping generalizations, and support your statements/discussion with the literature.
7. Help Internet Newbies. Be patient and helpful with others during online communication. Remember everyone was a novice user at one time or another.

Program Information

College of Health Sciences

Doctor of Philosophy in Health Sciences (PhD-HS)

Overview

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

The PhD program is designed to integrate 7 semesters (9 for those starting before 2025) of didactic classroom activity, distance learning, and 3 semesters of supervised study with creation of original research in the form of a dissertation, which is the main emphasis of the degree program (with the goal of publishing in peer-reviewed journals). A minimum of 57 credit hours (70 for those starting before 2025) is required for graduation. Applicants must hold a master's degree or doctorate to enroll. The general curricular format is as follows:

Didactic Education:

Students engage in didactic study, independent study, and online study for 7 semesters. These semesters include on-site immersion sessions, with the bulk of study completed from the home location.

Pre-Dissertation Scholarship Requirement for PhD Program:

1. PhD students are required to submit a scholarly paper to a peer-reviewed journal in their respective field of interest (as the lead author). This submission must be completed and documented by the time the student is declared a PhD candidate (i.e. beginning the formal dissertation process after all didactic work has been completed and qualifying exams have been passed).
2. The topic of the paper can be of the students choosing and it is suggested that students seek an assignment product from one of their didactic courses to convert to the scholarly paper. The scholarly paper, however, does not have to come from an assignment within an RMU course and can be independently developed.
3. Process of development and verification will be:
 - a. Identify the scholarly paper topic area independent from course work or the work to be developed from an existing assignment product. This can be done independently (student is sole author) or in collaboration with another student. Each student must be the lead author on one manuscript if working with others.
 - b. Identify and recruit a mentor to assist in the development of the paper. This can be the instructor for the course from which the assignment was given, another faculty member affiliated with RMU or a professional colleague not currently a student. The mentor will review the paper and assist in its development. The mentor will also verify for the University that the paper has been vetted before formal submission. The mentor can perform this service as a courtesy or can be credited as a co-author when the paper is submitted for publication consideration (the latter is highly recommended). The student must list Rocky Mountain University of Health Professions as his/her primary affiliation in the author credits.
 - c. Identify a journal to submit manuscript to, consult journal guidelines and submit the manuscript in consultation with mentor.
 - d. Once the manuscript is submitted to journal for consideration, the Pre-Dissertation Scholarship Requirement Form along with the submission acknowledgement letter from the journal must be

submitted for review and approval to research@rm.edu. Once approved, the requirement is recorded as met in the student's record.

Qualifying Examinations:

The Qualifying Exam is administered to evaluate the competence of all PhD students near the end of the didactic portion of study. All PhD students who started the program prior to 2025 must take and successfully complete qualifying exams as a component of the degree requirements. Every student must be enrolled in HS 833A, designed to prepare students for the qualifying exams; the core exam is administered to all students in the course on the same date. Should a student be unsuccessful in the first attempt, the student must remediate and retake that portion of the exam within 3 weeks. Once the initial core exam has been successfully completed, a student usually schedules the concentration content exam during HS 833A, or no more than four weeks after passing the core exam. If a student fails in the first attempt, they must remediate and retake the concentration exam. Submission of the dissertation prospectus is dependent on successfully passing both the core and concentration exams. To take either the core or concentration qualifying exam, students must be current in their University financial accounts.

The examination covers both core and specialty content. The student must pass the exam. If the student is unsuccessful in passing any portion of the Qualifying Exam, they may retake the exam once (after remedial study).

Evaluation Standards for the Qualifying Examination

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

If a student does not successfully meet the requirements for the qualifying exam, they will be academically dismissed from the program and university. This could be a result of:

- Failing to schedule the initial exam or retake within the timeframes established in this policy, without receiving an extension from the Program Director and College Dean; or
- Failing to pass the second attempt at either the core or concentration portion of the exam.

Candidate Status:

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

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

PhD Dissertation

The dissertation is designed as a unique learning experience, providing the student with an opportunity to explore a specific area of interest combined with rigorous methodology. All students in the PhD program must complete a dissertation that is evidence-based and academically rigorous. The dissertation is conducted under the supervision of a dissertation committee consisting of a chairperson and a minimum of two additional members. One committee member must be an RMU affiliate (i.e. current or former faculty member, alumni or past member of an RMU dissertation committee). A dissertation proposal is presented and defended before the student's committee prior to commencement of dissertation research and IRB processes completion and approval. Following completion of the research effort, students are required to submit a pre-final defense scholarly manuscript to a peer-reviewed journal. After evidence of that submission is approved, an oral dissertation final defense is presented before the dissertation committee at a seminar open to the general public. Students are strongly encouraged to have all committee members physically present at both events; however, this is not a requirement. Another important expectation is for students to submit their additional dissertation research

manuscripts for peer-review in scientific journals. The required guidelines and forms for the dissertation are available on the University LMS.

Continuous Enrollment Requirements are as follows:

1. Each student will enroll in the didactic courses for his/her doctoral program according to the program curriculum and the semester schedule in effect at the time of enrollment.
2. At the end of the final didactic semester:
3. The **PhD student** will enroll in the three-credit HS 870 (A,B, and C) courses. HS 870 courses do not require physical attendance on the University campus.
4. At the end of HS 870, the **PhD student** will enroll in the Dissertation Residency courses (HS 877C, HS 877D, etc.) thereafter until the completion of the doctoral dissertation. It is considered complete when the student is approved for graduation. To register for HS 877C or beyond, students must also be within the maximum timeframe for program completion (see "Maximum Timeframe for Program Completion" section).
 - a. To enroll in each semester following the HS 877C course, the student must submit a Dissertation Progress Report signed by the student's dissertation chair. This report must demonstrate substantial progress towards completion of the dissertation and is reviewed and approved by the PhD Program Director. This report will be submitted for each subsequent semester until the dissertation is completed and the student completes the program.
 - i. Dissertation Activity Logs are also required in residency courses. These logs provide the number of hours a student performed each dissertation task. For a 3-credit course, students are expected to spend 135 hours across the semester, or an average of 9 hours a week for the 15-week semester.
 - b. Approval for continuation is dependent upon the regular filing of a satisfactory progress plan. Students whose progress has been determined unsatisfactory after two consecutive reporting periods (i.e. two consecutive HS 877 semesters) will not be allowed to enroll in any further HS 877 credits and will be dismissed from the University.

Partial semester enrollment is not available. Students must maintain continuous enrollment with the University and be financially current with the University (or have made alternate arrangements with the University Finance Office) to enroll for each succeeding HS 870 course. Students who exceed the maximum time frame for their respective program and received an extension, approved by the Program Director and Dean, will be required to enroll in HS 877 courses during each four-month period (i.e., one semester) for the length of their extensions. Students who do not maintain continuous enrollment are subject to disciplinary action up to and including dismissal from the program.

Educational Strategies

1. Didactic education with an emphasis on a research core as well as specific health science educational learning.
2. Application of evidence-based practice principles and practice models.
3. Foundation in the analysis and critique of scientific literature.
4. Directed advanced clinical, health science, educational, or research experience in supervised and mentored settings.
5. Grounding in research design and biostatistics.
6. Development, implementation, and completion of a dissertation.

Degree Completion Deadline

The degree completion deadline for the Doctor of Philosophy program is six years from the first day of enrollment.

Department of Nursing

Post-Baccalaureate Doctor of Nursing Practice, Family Nurse Practitioner (DNP-FNP)

Overview

The Post-Baccalaureate Doctor of Nursing Practice, Family Nurse Practitioner (DNP(FNP)) limited-residency degree program is designed to prepare graduates for advanced clinical practice and leadership roles.

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

The 80-credit curriculum of the post-baccalaureate DNP(FNP) program blends asynchronous online delivery with a requirement that students visit the Utah campus for one week during the three semesters when they are in courses with a clinical component, for skills acquisition and skills mastery. Nationally recognized standards and competencies were used to develop the curriculum which will integrating online learning with carefully selected experiences in areas close to where students reside. A required scholarly project, with a focus on applying best current evidence to transform systems, culminates the student's application of doctoral level thinking.

The degree requires 1000 post-baccalaureate hours of clinical experience. The curriculum contains opportunities, including experiences in the completion of the Scholarly Project, to accrue the needed clinical hours.

The Domains and Core Competencies (National Organization of Nurse Practitioner Faculties (NONPF), 2016), the Criteria for Evaluation of Nurse Practitioner Programs, 4th edition (National Task Force on Quality Nurse Practitioner Education, 2016) and Practice Standards for the Emergency Nurse Practitioner Specialty (AAENP, 2018) were used to frame the requirements of the nurse practitioner program. The program of study includes courses in advanced physical assessment, advanced pharmacology, and advanced pathophysiology. The program also includes content in health promotion and disease prevention, and differential diagnosis and disease management. The program of study also includes courses in care of individuals with cardiovascular, pulmonary, infectious disease, immunology, integumentary, gastrointestinal, musculoskeletal, psychiatric, environmental, toxicology, traumatic, renal, genitourinary, reproductive health, endocrine, neurological, and head, eye, ear, nose, and throat presentations. The program also includes content in urgent and emergent skills, and differential diagnosis and disease management.

The post-baccalaureate DNP(FNP) program helps prepare nurses to assume greater leadership roles within a healthcare organization. The Essentials of Doctoral Education for Advanced Nursing Practice for DNP programs (Commission on Collegiate Nursing Education, 2009) and the Practice Doctorate NP Competencies (NONPF, 2016) are the underpinnings for the requirements of the post-master's program. The courses are designed to prepare the graduate to influence health and social policy for diverse populations in a variety of settings. A higher level of clinical skill and knowledge provided by the degree can advance clinical nursing practice and help keep pace with demands for clinical leaders and advanced practice educators.

DNP(FNP) graduates will be eligible to sit for the Family Nurse Practitioner certification exam offered by either the American Association of Nurses Practitioner Certification Board (AANPCB) or the American Nurses Credentialing Center (ANCC).

Educational Strategies

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

- Understanding of the application of research and the research process in the clinical setting.
- Application of evidence-based practice principles and practice models.
- Directed advanced clinical, health science, educational, or research application experience in supervised and mentored settings.
- Completion of an original system change scholarly project.

DNP Scholarly project

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

Continuous Enrollment Requirements are as follows:

At the conclusion of all didactic semesters:

- The DNP student will enroll in Scholarly Project IV: Project Continuation (DNP 811) for the next semester. For each semester thereafter until program completion, they will enroll in Doctoral Residency course (DNP 811B, DNP 811C, etc.).
 1. In order to enroll in each semester, the student must submit a DNP Residency Progress report and receive approval from the Director of DNP Scholarly Projects.
- DNP 811 courses do not require physical attendance on the University campus. However, student attendance is required on campus to defend the scholarly project.

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

Degree Completion Deadline

The degree completion deadline for the Post-Baccalaureate Doctor of Nursing Practice, Family Nurse Practitioner program is six years from the first day of enrollment.

Post-Master's Doctor of Nursing Practice (DNP)

Overview

The Doctor of Nursing Practice (DNP) limited-residency degree program is designed to prepare graduates for advanced clinical practice and leadership roles.

The mission of the DNP program is to prepare advanced nursing clinical leaders able to affect change through system redesign and evidence-based decision making in a variety of clinical settings. Designed to prepare graduates for advanced clinical practice and leadership roles, program graduates will process the skills necessary to assume a broad range of roles in both direct and indirect health care settings. Consistent with the recommendation from the Institute of Medicine report on Health Professions Education (2002), graduates will

become proficient at delivering patient-centered care, work as part of interdisciplinary teams, practice evidence-based care, focus on quality improvements and effectively utilize information technology.

The 47-credit curriculum of the post-master's DNP program is taught online. Nationally recognized standards and competencies were used to develop the curriculum which will integrating online learning with carefully selected experiences in areas close to where students reside. A required scholarly project, with a focus on applying best current evidence to transform systems, culminates the student's application of doctoral level thinking.

The degree requires 1000 post-baccalaureate hours of clinical experience. Supervised clinical hours, completed in a Master of Science program or a Post-Master's certificate program, may be applied toward the 1000-hour requirement. The curriculum contains opportunities, including experiences in the completion of the Scholarly Project, to accrue the needed clinical hours.

The post-master's DNP program helps prepare nurses to assume greater leadership roles within a healthcare organization. The Essentials of Doctoral Education for Advanced Nursing Practice for DNP programs (Commission on Collegiate Nursing Education, 2009) and the Practice Doctorate NP Competencies (NONPF, 2016) are the underpinnings for the requirements of the post-master's program. The courses are designed to prepare the graduate to influence health and social policy for diverse populations in a variety of settings. A higher level of clinical skill and knowledge provided by the degree can advance clinical nursing practice and help keep pace with demands for clinical leaders and advanced practice educators.

Educational Strategies

- Didactic education with emphasis on the clinical application of best practices.
- Understanding of the application of research and the research process in the clinical setting.
- Application of evidence-based practice principles and practice models.
- Directed advanced clinical, health science, educational, or research application experience in supervised and mentored settings.
- Completion of an original system change scholarly project.

DNP Scholarly project

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

Continuous Enrollment Requirements are as follows:

At the conclusion of all didactic semesters:

- The DNP student will enroll in Scholarly Project IV: Project Continuation (DNP 811) for the next semester. For each semester thereafter until program completion, they will enroll in Doctoral Residency course (DNP 811B, DNP 811C, etc.).
 - In order to enroll in each semester, the student must submit a DNP Residency Progress report and receive approval from the Director of DNP Scholarly Projects.
- DNP 811 courses do not require physical attendance on the University campus. However, student attendance is required on campus to defend the scholarly project.

Partial semester enrollment is not available. Students must maintain continuous enrollment with the University and be financially current with the University (or have made alternate arrangements with the University Finance Office) to enroll for each succeeding DNP 811 course. Students who exceed the maximum time frame for their

respective program and have successfully received an extension from the Provost [or the Academic Appeals Committee if commissioned by the Provost] will be required to enroll in DNP 811 courses during each four-month period for the length of their extensions. Students who do not maintain continuous enrollment are subject to disciplinary action up to and including dismissal from the program.

Degree Completion Deadline

The degree completion deadline for the Post-Master's Doctor of Nursing Practice program is four years from the first day of enrollment.

Master of Science in Nursing – Adult Gerontology Acute Care Nurse Practitioner (MSN-AGACNP)

Overview

The Master of Science in Nursing –Adult Gerontology Acute Care Nurse Practitioner (MSN-AGACNP) program allows Registered Nurses (RNs) with a Bachelor's degree to earn a Master's degree, with the option to continue to a DNP degree, and be eligible to take the national certification exam(s) in the specialty(ies) completed. This program allows students to complete their APRN with a continuing option for a DNP.

The 50-credit program is taught over five semesters, with 540 clinical hours required. The curriculum blends asynchronous online delivery with a requirement that students visit the Utah campus for one week during the three semesters when they are in courses with a clinical component, for skills acquisition and skills mastery.

The Domains and Core Competencies (National Organization of Nurse Practitioner Faculties (NONPF), 2012), the Criteria for Evaluation of Nurse Practitioner Programs, 4th edition (National Task Force on Quality Nurse Practitioner Education, 2012) and Practice Standards for the Emergency Nurse Practitioner Specialty (AAENP, 2018) were used to frame the requirements of the nurse practitioner program. The program of study includes courses in advanced physical assessment, advanced pharmacology, and advanced pathophysiology. The program also includes content in health promotion and disease prevention, and differential diagnosis and disease management. The program of study also includes courses in care of individuals with cardiovascular, pulmonary, infectious disease, immunology, integumentary, gastrointestinal, musculoskeletal, psychiatric, environmental, toxicology, traumatic, renal, genitourinary, reproductive health, endocrine, neurological, and head, eye, ear, nose, and throat presentations. The program also includes content in urgent and emergent skills, and differential diagnosis and disease management.

Applicants who successfully complete the course work will be eligible to sit for the national AGACNP certification examination through the American Association of Nurse Practitioners Certification Board.

Educational Strategies

The MSN program at RMU is committed to successfully preparing NPs to provide evidence-based quality care to patients in primary and specialty clinics. Upon completion of the MSN, graduates should be able to:

- Assume a nurse practitioner role in a variety of health care settings in the specialty (ies) completed.
- Assess, diagnose and manage common acute and chronic health care problems of individuals and families
- Identify the epidemiologic roots of health problems affecting family/community systems.
- Evaluate the impact of environmental stressors on individual, family and community health.
- Design and implement health promotion and illness prevention strategies based on clinical evidence and best practice literature.
- Demonstrate analytical methodologies for the evaluation of clinical practice and the application of scientific evidence.
- Collaborate with interprofessional teams necessary to improve clinical care for populations of clients.

Degree Completion Deadline

The degree completion deadline for the Master of Science in Nursing – Adult Gerontology Acute Care Nurse Practitioner program is four years from the first day of enrollment.

Master of Science in Nursing – Family Nurse Practitioner (MSN-FNP)

Overview

The Master of Science in Nursing – Family Nurse Practitioner (MSN-FNP) program allows Registered Nurses (RNs) with a Bachelor's degree to earn a Master's degree, with the option to continue to a DNP degree, and be eligible to take the national certification exam(s) in the specialty(ies) completed. This program allows students to complete their APRN with a continuing option for a DNP. The same FNP courses are taught as in the FNPC program with the addition of the MSN-specific courses.

The 50-credit program is taught over five semesters, with 540 clinical hours required. The curriculum blends asynchronous online delivery with a requirement that students visit the Utah campus for one week during the three semesters when they are in courses with a clinical component, for skills acquisition and skills mastery.

The Domains and Core Competencies (National Organization of Nurse Practitioner Faculties (NONPF), 2016), the Criteria for Evaluation of Nurse Practitioner Programs, 4th edition (National Task Force on Quality Nurse Practitioner Education, 2016) and Practice Standards for the Emergency Nurse Practitioner Specialty (AAENP, 2018) were used to frame the requirements of the nurse practitioner program. The program of study includes courses in advanced physical assessment, advanced pharmacology, and advanced pathophysiology. The program also includes content in health promotion and disease prevention, and differential diagnosis and disease management. The program of study also includes courses in care of individuals with cardiovascular, pulmonary, infectious disease, immunology, integumentary, gastrointestinal, musculoskeletal, psychiatric, environmental, toxicology, traumatic, renal, genitourinary, reproductive health, endocrine, neurological, and head, eye, ear, nose, and throat presentations. The program also includes content in urgent and emergent skills, and differential diagnosis and disease management.

MSN-FNP graduates will be eligible to sit for the Family Nurse Practitioner certification exam offered by either the American Association of Nurses Practitioner Certification Board (AANPCB) or the American Nurses Credentialing Center (ANCC).

Educational Strategies

The MSN program at RMU is committed to successfully preparing NPs to provide evidence-based quality care to patients in primary and specialty clinics. Upon completion of the MSN, graduates should be able to:

- Assume a nurse practitioner role in a variety of health care settings in the specialty (ies) completed.
- Assess, diagnose and manage common acute and chronic health care problems of individuals and families
- Identify the epidemiologic roots of health problems affecting family/community systems.
- Evaluate the impact of environmental stressors on individual, family and community health.
- Design and implement health promotion and illness prevention strategies based on clinical evidence and best practice literature.
- Demonstrate analytical methodologies for the evaluation of clinical practice and the application of scientific evidence.
- Collaborate with interprofessional teams necessary to improve clinical care for populations of clients.

Degree Completion Deadline

The degree completion deadline for the Master of Science in Nursing – Family Nurse Practitioner program is four years from the first day of enrollment.

Master of Science in Nursing – Family Nurse Practitioner and Adult Gerontology Acute Care Nurse Practitioner (MSN-FNP/AGACNP)

Overview

The Master of Science in Nursing – Family Nurse Practitioner and Adult Gerontology Acute Care Nurse Practitioner (MSN-FNP/AGACNP) program allows Registered Nurses (RNs) with a Bachelor's degree to earn a Master's degree, with the option to continue to a DNP degree, and be eligible to take the national certification exam(s) in the specialty(ies) completed. This program allows students to complete their APRN with a continuing option for a DNP.

The 68-credit program is taught over six semesters, with 1080 clinical hours (540 FNP and 540 AGACNP) required. The curriculum blends asynchronous online delivery with a requirement that students visit the Utah campus for one week during the three semesters when they are in courses with a clinical component, for skills acquisition and skills mastery.

The Domains and Core Competencies (National Organization of Nurse Practitioner Faculties (NONPF), 2012), the Criteria for Evaluation of Nurse Practitioner Programs, 4th edition (National Task Force on Quality Nurse Practitioner Education, 2012) and Practice Standards for the Emergency Nurse Practitioner Specialty (AAENP, 2018) were used to frame the requirements of the nurse practitioner program. The program of study includes courses in advanced physical assessment, advanced pharmacology, and advanced pathophysiology. The program also includes content in health promotion and disease prevention, and differential diagnosis and disease management. The program of study also includes courses in care of individuals with cardiovascular, pulmonary, infectious disease, immunology, integumentary, gastrointestinal, musculoskeletal, psychiatric, environmental, toxicology, traumatic, renal, genitourinary, reproductive health, endocrine, neurological, and head, eye, ear, nose, and throat presentations. The program also includes content in urgent and emergent skills, and differential diagnosis and disease management.

Successful graduates are eligible to sit for the Family Nurse Practitioner certification exam offered by either the American Association of Nurse Practitioners (AANP) or the American Nurses Credentialing Center and the national AGACNP certification examination through the American Association of Nurse Practitioners Certification Board.

Educational Strategies

The MSN program at RMU is committed to successfully preparing NPs to provide evidence-based quality care to patients in primary and specialty clinics. Upon completion of the MSN, graduates should be able to:

- Assume a nurse practitioner role in a variety of health care settings in the specialty (ies) completed.
- Assess, diagnose and manage common acute and chronic health care problems of individuals and families
- Identify the epidemiologic roots of health problems affecting family/community systems.
- Evaluate the impact of environmental stressors on individual, family and community health.
- Design and implement health promotion and illness prevention strategies based on clinical evidence and best practice literature.
- Demonstrate analytical methodologies for the evaluation of clinical practice and the application of scientific evidence.
- Collaborate with interprofessional teams necessary to improve clinical care for populations of clients.

Degree Completion Deadline

The degree completion deadline for the Master of Science in Nursing – Family Nurse Practitioner and Adult Gerontology Acute Care Nurse Practitioner program is four years from the first day of enrollment.

Master of Science in Nursing – Family Nurse Practitioner and Emergency Nurse Practitioner (MSN-FNP/ENP)

Overview

The Master of Science in Nursing – Family Nurse Practitioner and Emergency Nurse Practitioner (MSN-FNP/ENP) program allows Registered Nurses (RNs) with a Bachelor's degree to earn a Master's degree, with the option to continue to a DNP degree, and be eligible to take the national certification exam(s) in the specialty(ies) completed. This program allows students to complete their APRN with a continuing option for a DNP. The same FNP courses are taught as in the FNPC and ENPC programs with the addition of the MSN-specific courses.

The 65-credit program is taught over six semesters, with 960 clinical hours required (540 FNP and 420 ENP). The curriculum blends asynchronous online delivery with a requirement that students visit the Utah campus for one week during the four semesters when they are in courses with a clinical component, for skills acquisition and skills mastery.

The Domains and Core Competencies (National Organization of Nurse Practitioner Faculties (NONPF), 2016), the Criteria for Evaluation of Nurse Practitioner Programs, 4th edition (National Task Force on Quality Nurse Practitioner Education, 2016) and Practice Standards for the Emergency Nurse Practitioner Specialty (AAENP, 2018) were used to frame the requirements of the nurse practitioner program. The program of study includes courses in advanced physical assessment, advanced pharmacology, and advanced pathophysiology. The program also includes content in health promotion and disease prevention, and differential diagnosis and disease management. The program of study also includes courses in care of individuals with cardiovascular, pulmonary, infectious disease, immunology, integumentary, gastrointestinal, musculoskeletal, psychiatric, environmental, toxicology, traumatic, renal, genitourinary, reproductive health, endocrine, neurological, and head, eye, ear, nose, and throat presentations. The program also includes content in urgent and emergent skills, and differential diagnosis and disease management.

Successful graduates are eligible to sit for the Family Nurse Practitioner certification exam offered by either the American Association of Nurse Practitioners (AANP) or the American Nurses Credentialing Center.

Educational Strategies

The MSN program at RMU is committed to successfully preparing NPs to provide evidence-based quality care to patients in primary and specialty clinics. Upon completion of the MSN, graduates should be able to:

- Assume a nurse practitioner role in a variety of health care settings in the specialty (ies) completed.
- Assess, diagnose and manage common acute and chronic health care problems of individuals and families
- Identify the epidemiologic roots of health problems affecting family/community systems.
- Evaluate the impact of environmental stressors on individual, family and community health.
- Design and implement health promotion and illness prevention strategies based on clinical evidence and best practice literature.
- Demonstrate analytical methodologies for the evaluation of clinical practice and the application of scientific evidence.
- Collaborate with interprofessional teams necessary to improve clinical care for populations of clients.

Degree Completion Deadline

The degree completion deadline for the Master of Science in Nursing – Family Nurse Practitioner and Emergency Nurse Practitioner program is four years from the first day of enrollment.

Master of Science in Nursing – Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner (MSN-FNP/PMHNP)

Overview

The Master of Science in Nursing – Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner (MSN-FNP/PMHNP) program allows Registered Nurses (RNs) with a Bachelor's degree to earn a Master's degree, with the option to continue to a DNP degree, and be eligible to take the national certification exam(s) in the specialty(ies) completed. This program allows students to complete their APRN with a continuing option for a DNP. The same FNP courses are taught as in the FNPC and PMHNPC programs with the addition of the MSN-specific courses.

The 77-credit program is taught over six semesters, with 1080 clinical hours required (540 FNP and 540 PMHNP). The curriculum blends asynchronous online delivery with a requirement that students visit the Utah campus for one week during the three semesters when they are in FNP courses with a clinical component, for skills acquisition and skills mastery.

The Domains and Core Competencies (National Organization of Nurse Practitioner Faculties (NONPF), 2016), the Criteria for Evaluation of Nurse Practitioner Programs, 4th edition (National Task Force on Quality Nurse Practitioner Education, 2016) and Practice Standards for the Emergency Nurse Practitioner Specialty (AAENP, 2018) were used to frame the requirements of the nurse practitioner program. The program of study includes courses in advanced physical assessment, advanced pharmacology, and advanced pathophysiology. The program also includes content in health promotion and disease prevention, and differential diagnosis and disease management. The program of study also includes courses in care of individuals with cardiovascular, pulmonary, infectious disease, immunology, integumentary, gastrointestinal, musculoskeletal, psychiatric, environmental, toxicology, traumatic, renal, genitourinary, reproductive health, endocrine, neurological, and head, eye, ear, nose, and throat presentations. The program also includes content in urgent and emergent skills, and differential diagnosis and disease management.

Successful graduates are eligible to sit for the Family Nurse Practitioner certification exam offered by either the American Association of Nurse Practitioners (AANP) or the American Nurses Credentialing Center.

Educational Strategies

The MSN program at RMU is committed to successfully preparing NPs to provide evidence-based quality care to patients in primary and specialty clinics. Upon completion of the MSN, graduates should be able to:

- Assume a nurse practitioner role in a variety of health care settings in the specialty (ies) completed.
- Assess, diagnose and manage common acute and chronic health care problems of individuals and families
- Identify the epidemiologic roots of health problems affecting family/community systems.
- Evaluate the impact of environmental stressors on individual, family and community health.
- Design and implement health promotion and illness prevention strategies based on clinical evidence and best practice literature.
- Demonstrate analytical methodologies for the evaluation of clinical practice and the application of scientific evidence.
- Collaborate with interprofessional teams necessary to improve clinical care for populations of clients.

Degree Completion Deadline

The degree completion deadline for the Master of Science in Nursing – Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner program is four years from the first day of enrollment.

Master of Science in Nursing – Psychiatric Mental Health Nurse Practitioner (MSN-PMHNP)

Overview

The Master of Science in Nursing – Psychiatric Mental Health Nurse Practitioner (MSN-PMHNP) program allows Registered Nurses (RNs) with a Bachelor's degree to earn a Master's degree, with the option to continue to a DNP degree, and be eligible to take the national certification exam(s) in the specialty(ies) completed. This program allows students to complete their APRN with a continuing option for a DNP. The same PMHNP courses are taught as in the PMHNPC program with the addition of the MSN-specific courses.

The 59-credit program is taught over five semesters, with 540 clinical hours required. The curriculum is delivered via distance, online instruction.

The Domains and Core Competencies (National Organization of Nurse Practitioner Faculties (NONPF), 2016), the Criteria for Evaluation of Nurse Practitioner Programs, 4th edition (National Task Force on Quality Nurse Practitioner Education, 2016) and Practice Standards for the Emergency Nurse Practitioner Specialty (AAENP, 2018) were used to frame the requirements of the nurse practitioner program. The program of study includes courses in advanced physical assessment, advanced pharmacology, and advanced pathophysiology. The program also includes content in health promotion and disease prevention, and differential diagnosis and disease management. The program of study also includes courses in care of individuals with cardiovascular, pulmonary, infectious disease, immunology, integumentary, gastrointestinal, musculoskeletal, psychiatric, environmental, toxicology, traumatic, renal, genitourinary, reproductive health, endocrine, neurological, and head, eye, ear, nose, and throat presentations. The program also includes content in urgent and emergent skills, and differential diagnosis and disease management.

MSN-PMHNP graduates will be eligible to sit for the Psychiatric Mental Health Nurse Practitioner certification exam offered by the American Nurses Credentialing Center.

Educational Strategies

The MSN program at RMU is committed to successfully preparing NPs to provide evidence-based quality care to patients in primary and specialty clinics. Upon completion of the MSN, graduates should be able to:

- Assume a nurse practitioner role in a variety of health care settings in the specialty (ies) completed.
- Assess, diagnose and manage common acute and chronic health care problems of individuals and families
- Identify the epidemiologic roots of health problems affecting family/community systems.
- Evaluate the impact of environmental stressors on individual, family and community health.
- Design and implement health promotion and illness prevention strategies based on clinical evidence and best practice literature.
- Demonstrate analytical methodologies for the evaluation of clinical practice and the application of scientific evidence.
- Collaborate with interprofessional teams necessary to improve clinical care for populations of clients.

Degree Completion Deadline

The degree completion deadline for the Master of Science in Nursing – Psychiatric Mental Health Nurse Practitioner program is four years from the first day of enrollment.

Post-Graduate Emergency Nurse Practitioner Certificate (ENPC)

Overview

The Post-Master's Emergency Nurse Practitioner (ENP) Certificate program is designed for licensed and certified Family Nurse Practitioners (FNPs) who wish to expand their nursing practice to the role of ENP. The mission of the

ENP Certificate (ENPC) program is consistent with the University mission. It will develop clinicians who can manage care and participate in system change through identification of best practice in ambulatory, urgent, and emergent settings, and across the lifespan. Graduates of this program will increase their contribution to healthcare through the knowledge and skills developed in this program.

Courses in the ENPC program are offered via blended delivery. During the duration of the ENPC program, you have one week of onsite instruction per semester (3 semesters total). While onsite, you will focus on intensive skills acquisitions, learn high-risk skills in high-fidelity simulation settings, and gain in-person hands-on emergency care skills in a university setting.

As with the other nursing programs within the University, applicants must have a minimum GPA of 3.0 and hold a current unencumbered FNP certification and license in his/her state of residence. At least one year of clinical experience is preferred.

The *Domains and Core Competencies* (National Organization of Nurse Practitioner Faculties (NONPF), 2016), the *Criteria for Evaluation of Nurse Practitioner Programs, 4th edition* (National Task Force on Quality Nurse Practitioner Education, 2016) and *Practice Standards for the Emergency Nurse Practitioner Specialty* (AAENP, 2018) were used to frame the requirements of the ENPC program. The program of study includes care of individuals with cardiovascular, pulmonary, infectious disease, immunology, integumentary, gastrointestinal, musculoskeletal, psychiatric, environmental, toxicology, traumatic, renal, genitourinary, reproductive health, endocrine, neurological, and head, eye, ear, nose, and throat presentations. The program also includes content in urgent and emergent skills, and differential diagnosis and disease management. Students complete 15 credit hours that includes 420 clinical hours.

ENPC graduates will be eligible to sit for the Emergency Nurse Practitioner certification exam offered by the American Association of Nurses Practitioner Certification Board (AANPCB). This program does not lead to a Doctor of Nursing Practice degree.

Educational Strategies

The ENP Certificate Program is committed to the development of the nursing professional who meets the 42 practice standards listed by AAENP (2018): Overall, the graduate will be able to:

- Screen, assess and stabilize individuals who are critically ill, and manage crisis and disasters
- Prioritize differential diagnoses, interpret findings, apply harm reduction principles, and use evidence-based practice.
- Perform diagnostic and therapeutic procedures, prescribe pharmaceuticals, collaborate with other professionals, manage multiple patients, alter plans of care, resuscitate, manage pain and sedation – all based on best practice evidence.
- Plan for and initiate patient disposition from admission to discharge, including education for discharge, collaborating with patient, family, and other professionals.
- Integrate professional, legal, and ethical principles into care including documentation, cultural competence, interventions for at-risk and vulnerable individuals, and adherence to ethical standards.

Degree Completion Deadline

The degree completion deadline for the Post-Graduate Emergency Nurse Practitioner Certificate program is four years from the first day of enrollment.

Post-Master's Adult Gerontology Acute Care Nurse Practitioner Certificate (AGACNPC)

Overview

The Post-Master's Certificate in Adult Gerontology Acute Care prepares certified NPs to transition into acute and critical care roles through intensive clinical training and advanced didactic content. Students learn to manage complex conditions, lead interprofessional teams, and apply evidence-based interventions in hospital and specialty care settings. Graduates will increase their contribution to healthcare by applying the knowledge and skills developed in this program.

Students complete 30 credit hours and 540 supervised clinical hours. The program accepts students to begin the program in Winter, Summer, and Fall terms. The program of study includes the Nurse Practitioner (NP) Core (separate courses in advanced practice roles, advanced pathophysiology, advanced health assessment and advanced pharmacology).

Applicants who are currently practicing in the NP role may submit transcripts and/or syllabi from the original NP program. Upon review, the university may waive NUR 635, NUR 654, NUR 656, and/or NUR 740. Contact us for more information.

Applicants who successfully complete the course work will be eligible to sit for the national AGACNP certification examination through the American Association of Nurse Practitioners Certification Board.

As with the other nursing programs within the University, applicants must have a minimum GPA of 3.0 and hold a current unencumbered RN license in his/her state of residence. At least one year of clinical experience is required.

Educational Strategies

Rocky Mountain University's AGACNCP program stands out for its clinical rigor and immersive training experiences that go beyond the standard curriculum. Key differentiators include:

- **Cadaver Lab Experience:** During onsite skills intensives, students receive hands-on anatomical training in a cadaver lab—offering rare, high-fidelity procedural and anatomical learning not available in most programs.
- **Point-of-Care Ultrasound (POCUS) Training:** Ultrasound is integrated throughout clinical coursework, preparing students for advanced diagnostics and bedside procedures in acute and critical care settings.
- **Simulation-Based Intensives:** Onsite simulation immersions include code scenarios, airway management, central line insertion, and other high-acuity procedures.
- **Hybrid Flexibility with High Faculty Access:** While coursework is delivered online, faculty maintain strong availability for mentorship and one-on-one clinical support.
- **Rural and Critical Access Readiness:** The curriculum prepares graduates to lead care in rural or underserved areas where AGACNPs must practice across emergency, inpatient, and transitional care roles
- **Employer-Preferred Graduates:** RMU graduates are highly sought after for hospitalist, ICU, and specialty roles, especially in high-acuity and rural practice environments.

Degree Completion Deadline

The degree completion deadline for the Post-Master's Adult Gerontology Acute Care Nurse Practitioner program is four years from the first day of enrollment.

Post-Master's Family Nurse Practitioner Certificate (FNPC)

Overview

The Post-Master's Family Nurse Practitioner (FNP) Certificate Program was developed for RNs with a master's (or higher) degree in nursing or a health-related specialty who wish to expand their nursing practice to the role as a FNP. The mission of the FNP certificate program is consistent with the University mission. It will develop clinicians who can manage care and participate in system change through identification of best practice in the

care of the family. Graduates of this program will increase their contribution to healthcare through the knowledge and skills developed in this program.

As with the other nursing programs within the University, applicants must have a minimum GPA of 3.0 and hold a current unencumbered RN license in his/her state of residence. At least one year of clinical experience is preferred.

The *Domains and Core Competencies* (National Organization of Nurse Practitioner Faculties (NONPF), 2016), and the *Criteria for Evaluation of Nurse Practitioner Programs, 4th edition* (National Task Force on Quality Nurse Practitioner Education, 2016) were used to frame the requirements of the FNP track. The program of study includes courses in advanced physical assessment, advanced pharmacology, and advanced pathophysiology. The program also includes content in health promotion and disease prevention, and differential diagnosis and disease management. Students complete 30 credit hours that includes 540 clinical hours.

Graduates from the FNPC program will be eligible to sit for the Family Nurse Practitioner certification exam offered by either the American Association of Nurse Practitioner Certification Board (AANPCB) or the American Nurses Credentialing Center (ANCC). This program does not lead to a Doctor of Nursing Practice degree.

Educational Strategies

The FNP Certificate Program is committed to the development of the nursing professional who can:

- Assume a family nurse practitioner role in a variety of health care settings
- Assess, diagnose and manage common acute and chronic primary health care problems of individuals and families
- Identify the epidemiologic roots of health problems affecting family/community systems;
- Evaluate the impact of environmental stressors on individual, family and community health.
- Design and implement health promotion and illness prevention strategies based on clinical evidence and best practice literature.
- Demonstrate analytical methodologies for the evaluation of clinical practice and the application of scientific evidence.
- Collaborate with interprofessional teams necessary to improve clinical care for populations of clients

Degree Completion Deadline

The degree completion deadline for the Post-Master's Family Nurse Practitioner Certificate program is four years from the first day of enrollment.

Post-Master's Family Nurse Practitioner Certificate / Emergency Nurse Practitioner Certificate (FNPC/ENPC)

Overview

The Family Nurse Practitioner Certificate (FNPC)/Emergency Nurse Practitioner Certificate (ENPC) Program (Post-Master's) was developed for registered nurses with a master's (or higher) degree in nursing or a health-related specialty who wish to expand their nursing practice to the role as an FNP/ENP. The FNPC/ENPC program develops clinicians who can manage care and participate in system change through identification of best practice in the care of the family as well as clinicians who can manage care and participate in system change through identification of best practice in ambulatory, urgent, and emergent settings, and across the lifespan. Graduates of this program will increase their contribution to healthcare through the knowledge and skills developed in this program.

This program is a five-semester, 45 credit, primarily-online post-master's certificate program designed to allow students to continue to work as registered nurses in their communities while attending school and completing 960 clinical contact hours (540 FNP, 420 ENP).

Academic Model. The curriculum blends asynchronous online delivery with a requirement that students visit the Utah campus for one week during the semesters when they are in courses with a clinical component, for skills acquisition and skills mastery.

The *Domains and Core Competencies* (National Organization of Nurse Practitioner Faculties (NONPF), 2016), the *Criteria for Evaluation of Nurse Practitioner Programs, 4th edition* (National Task Force on Quality Nurse Practitioner Education, 2016) and *Practice Standards for the Emergency Nurse Practitioner Specialty* (AAENP, 2018) were used to frame the requirements of the FNPC/ENPC program. The program of study includes courses in advanced physical assessment, advanced pharmacology, and advanced pathophysiology. The program also includes content in health promotion and disease prevention, and differential diagnosis and disease management. The program of study also includes courses in care of individuals with cardiovascular, pulmonary, infectious disease, immunology, integumentary, gastrointestinal, musculoskeletal, psychiatric, environmental, toxicology, traumatic, renal, genitourinary, reproductive health, endocrine, neurological, and head, eye, ear, nose, and throat presentations. The program also includes content in urgent and emergent skills, and differential diagnosis and disease management.

Successful graduates are eligible to sit for the Family Nurse Practitioner certification exam offered by either the American Association of Nurse Practitioner (AANP) or the American Nurses Credentialing Center. This program does not lead to a Doctor of Nursing Practice degree.

Educational Strategies

The FNP portion of the FNPC/ENPC Program is committed to the development of the nursing professional who can:

- Assume a family nurse practitioner role in a variety of health care settings
- Assess, diagnose and manage common acute and chronic primary health care problems of individuals and families
- Identify the epidemiologic roots of health problems affecting family/community systems;
- Evaluate the impact of environmental stressors on individual, family and community health.
- Design and implement health promotion and illness prevention strategies based on clinical evidence and best practice literature.
- Demonstrate analytical methodologies for the evaluation of clinical practice and the application of scientific evidence.
- Collaborate with interprofessional teams necessary to improve clinical care for populations of clients

The ENP portion of the FNPC/ENPC program is committed to the development of the nursing professional who meets the 42 practice standards listed by AAENP (2018): Overall, the graduate will be able to:

- Screen, assess and stabilize individuals who are critically ill, and manage crisis and disasters
- Prioritize differential diagnoses, interpret findings, apply harm reduction principles, and use evidence-based practice.
- Perform diagnostic and therapeutic procedures, prescribe pharmaceuticals, collaborate with other professionals, manage multiple patients, alter plans of care, resuscitate, manage pain and sedation – all based on best practice evidence.
- Plan for and initiate patient disposition from admission to discharge, including education for discharge, collaborating with patient, family, and other professionals.
- Integrate professional, legal, and ethical principles into care including documentation, cultural competence, interventions for at-risk and vulnerable individuals, and adherence to ethical standards.

Degree Completion Deadline

The degree completion deadline for the Post-Master's Family Nurse Practitioner Certificate / Emergency Nurse Practitioner Certificate program is four years from the first day of enrollment.

Post-Master's Family Nurse Practitioner Certificate / Psychiatric Mental Health Nurse Practitioner Certificate (FNPC/PMHNPC)

Overview

The Family Nurse Practitioner Certificate (FNPC) Program/Psychiatric Mental Health Nurse Practitioner Certificate Program (PMHNPC) (Post-Master's) was developed for registered nurses with a master's (or higher) degree in nursing or a health-related specialty who wish to expand their nursing practice to the role as an FNP/PMHNP. The FNPC/PMHNPC program develops clinicians who can manage care and participate in system change through identification of best practice in the care of the family as well as clinicians who can manage care and participate in system change through identification of best practice in primary care and psychiatric settings across the lifespan. Graduates of this program will increase their contribution to healthcare through the knowledge and skills developed in this program.

This program is a five-semester, 57 credit, primarily-online post-master's certificate program designed to allow students to continue to work as nurses in their communities while attending school and completing 1080 clinical contact hours (540 FNP, 540 PMHNP).

Academic Model. The curriculum blends asynchronous online delivery with a requirement that students visit the Utah campus for one week during the three semesters when they are in FNP clinical courses for skills acquisition and skills mastery.

The Population-Focused Nurse Practitioner Competencies (National Organization of Nurse Practitioner Faculties (NONPF), 2013), the Criteria for Evaluation of Nurse Practitioner Programs, 5th edition (National Task Force on Quality Nurse Practitioner Education, 2016), and The Essentials of Master's Education in Nursing (AACN, 2011) were used to frame the requirements of the FNPC/PMHNPC Program. The FNPC program of study includes courses in advanced physical assessment, advanced pharmacology, and advanced pathophysiology. The program also includes content in health promotion and disease prevention, and differential diagnosis and disease management. The program of study also includes courses in care of individuals with cardiovascular, pulmonary, infectious disease, immunology, integumentary, gastrointestinal, musculoskeletal, psychiatric, environmental, toxicology, traumatic, renal, genitourinary, reproductive health, endocrine, neurological, and head, eye, ear, nose, and throat presentations. The PMHNPC program of study includes courses in advanced psychopharmacology, and theory and practice of psychotherapeutic modalities. The PMHNPC program also contains content in health promotion, differential diagnosis, and disease management and prevention across the lifespan, as well as in selected settings and populations.

Successful graduates are eligible to sit for the Family Nurse Practitioner certification exam offered by either the American Association of Nurses Practitioner (AANP) or the American Nurses Credentialing Center. This program does not lead to a Doctor of Nursing Practice degree.

Educational Strategies

The FNP portion of the FNPC/ENPC Program is committed to the development of the nursing professional who can:

- Assume a family nurse practitioner role in a variety of health care settings
- Assess, diagnose and manage common acute and chronic primary health care problems of individuals and families
- Identify the epidemiologic roots of health problems affecting family/community systems;

- Evaluate the impact of environmental stressors on individual, family and community health.
- Design and implement health promotion and illness prevention strategies based on clinical evidence and best practice literature.
- Demonstrate analytical methodologies for the evaluation of clinical practice and the application of scientific evidence.
- Collaborate with interprofessional teams necessary to improve clinical care for populations of clients

The PMHNP portion of the FNPC/PMHNPC is committed to the development of the nursing professional who can:

- Assume a psychiatric/mental health nurse practitioner role in a variety of health care settings;
- Assess, diagnose and manage common acute and chronic psychiatric and mental health care problems of individuals and families across the lifespan;
- Identify the epidemiologic roots of mental health problems affecting family/community system.
- Evaluate the impact of environmental stressors on individual, family, and community mental health;
- Design and implement mental health promotion and psychiatric illness prevention strategies based on clinical evidence and best practice literature;
- Demonstrate analytical methodologies for the evaluation of clinical practice and the application of scientific evidence;
- Collaborate with interprofessional teams necessary to improve clinical care for select populations of clients and those in settings unique to mental health care.

Degree Completion Deadline

The degree completion deadline for the Post-Master's Family Nurse Practitioner Certificate / Psychiatric Mental Health Nurse Practitioner Certificate program is four years from the first day of enrollment.

Post-Graduate Psychiatric Mental Health Nurse Practitioner Certificate (PMHNPC)

Overview

The Post-Master's Psychiatric-Mental Health Nurse Practitioner (PMHNP) Certificate program is completely online. It is designed for the registered nurse with a master's degree or higher, wishing to expand into advanced practice in the specialty of psychiatric-mental health. Students complete 39 credit hours and 540 supervised clinical hours (over 4 semesters). The program accepts students to begin the program in Winter, Summer, and Fall terms.

Our program develops clinicians who manage the care of patients and who participate in system change. This is accomplished by identifying best practices for the psychiatric and mental healthcare of the individual across the lifespan. Graduates will increase their contribution to healthcare by applying the knowledge and skills developed in this program.

The program of study includes the Nurse Practitioner (NP) Core (separate courses in advanced practice roles, advanced pathophysiology, advanced health assessment and advanced pharmacology). The PMHNP specialty courses include content in advanced psychopharmacology and the theory and practice of psychotherapeutic modalities. The PMHNP Certificate program also contains content in health promotion, differential diagnosis, and disease management/prevention across the lifespan.

Applicants who are currently practicing in the NP role may submit transcripts and/or syllabi from the original NP program. Upon review, the university may waive NUR 635, NUR 654, NUR 656, and/or NUR 740. Contact us for more information.

As with the other nursing programs within the University, applicants must have a minimum GPA of 3.0 and hold a current unencumbered RN license in his/her state of residence. At least one year of clinical experience is required.

The Population-Focused Nurse Practitioner Competencies (National Organization of Nurse Practitioner Faculties (NONPF), 2013), the Criteria for Evaluation of Nurse Practitioner Programs, 5th edition (National Task Force on Quality Nurse Practitioner Education, 2016), and The Essentials of Master's Education in Nursing (AACN, 2011) were used to frame the requirements of the PMHNP Certificate Program. The program of study includes courses in advanced psychopharmacology, and theory and practice of psychotherapeutic modalities. The PMHNPC program also contains content in health promotion, differential diagnosis, and disease management and prevention across the lifespan, as well as in selected settings and populations. Students complete 39 credit hours that include 540 clinical hours.

PMHNPC graduates will be eligible to sit for the Psychiatric Mental Health Nurse Practitioner certification exam offered by the American Nurses Credentialing Center. This program does not lead to a Doctor of Nursing Practice Degree.

Educational Strategies

The PMHNPC program is committed to the development of the nursing professional who can:

- Assume a psychiatric/mental health nurse practitioner role in a variety of health care settings;
- Assess, diagnose and manage common acute and chronic psychiatric and mental health care problems of individuals and families across the lifespan;
- Identify the epidemiologic roots of mental health problems affecting family/community system.
- Evaluate the impact of environmental stressors on individual, family, and community mental health;
- Design and implement mental health promotion and psychiatric illness prevention strategies based on clinical evidence and best practice literature;
- Demonstrate analytical methodologies for the evaluation of clinical practice and the application of scientific evidence;
- Collaborate with interprofessional teams necessary to improve clinical care for select populations of clients and those in settings unique to mental health care.

Degree Completion Deadline

The degree completion deadline for the Post-Master's Family Nurse Practitioner Certificate / Psychiatric Mental Health Nurse Practitioner Certificate program is four years from the first day of enrollment.

PA Department

Doctor of Medical Science (DMSc)

Overview

The Doctor of Medical Science (DMSc) degree program at Rocky Mountain University of Health Professions (RMU) prepares physician assistants (PA) for leadership roles in clinical, administrative, and academic settings. PAs with an active and unencumbered state licensure and/or NCCPA certification and a master's or doctoral degree from a regionally accredited institution are eligible for the DMSc program.

The DMSc curriculum is composed of three concentration tracks: 1) Advanced Clinical Practice, 2) Healthcare Leadership & Administration, and 3) Healthcare Professions Education. Students in these concentration tracks will complete a practicum and applied scholarly project (ASP). The concentration tracks are committed to the development of lifelong learners and scholars who can perform the following: 1) create, evaluate, publish, present, and integrate scholarly works into their daily clinical practice, leadership role, or academic agenda; 2)

act in leadership roles within their discipline and community; 3) provide the highest level of intervention to their patients; and 4) participate in undergraduate and graduate education environments to effectively teach the next generation of evidence-based PAs.

There are two curriculum models as options for completion of this program (Phased Model and Integrated Model), both designed for PA practitioners and educators to continue professional work obligations while completing this degree. Completion of the program involves completion or awarding of 36 total credit hours.

The ASP emphasizes the application of scientific principles related to the evaluation, intervention, and integration of clinically related issues of inquiry seen in healthcare practice. ASP committee members are known experts in the field with members of the RMU faculty providing guidance and support. If post-professional students have not completed the program in the schedule provided by the selected curriculum model, they may continue enrollment for an additional semester to complete the ASP.

Educational Strategies

1. Focus on applying concepts of evidence-based practice in clinical, administrative, and academic settings.
2. Focus on the development of leadership skills in clinical, administrative, and academic settings.
3. A learner-centered model of education where students are actively involved in the teaching/learning process.
4. Mentoring by faculty that encourages critical reflection.
5. Content presented by faculty to students in an asynchronous format.
6. Readings assigned by faculty on relevant topics and from a variety of sources.
7. Forum discussions in which students respond to questions from faculty with written responses.
8. Individual projects in which students' complete instructions provided by faculty.
9. Group projects in which groups of students work together to complete instructions provided by faculty.
10. Completion of the project development, proposal, literature review, and dissemination phases of an applied scholarly project.
11. Completion of the design, proposal, execution, and assessment phases of the practicum.

Degree Completion Deadline

The degree completion deadline for the Doctor of Medical Science program is four years from the first day of enrollment.

Master of Medical Science (PA)

Overview

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

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

The vision of the RMU PA Program is to:

- foster a culture of growth mindedness, unity of purpose, collegiality, and insatiable thirst for learning,
- deliver a richly balanced, application-based curriculum centered on critical principles of health and disease,
- graduate self-reflective professionals with adept clinical reasoning skills and keen sensitivity to unique patient needs, and

- empower graduates to become digitally literate clinicians possessing advanced knowledge of information technology and collaborative networking skills.

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

Educational Strategies

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

Degree Completion Deadline

The degree completion deadline for the Master of Medical Science program is five years from the first day of enrollment.

Program-Specific Policies

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

Department of Professional Counseling

Master of Science in Addictions Counseling (MSCo-AC)

Overview

The Master of Science in Addictions Counseling (MSCo-AC) Program prepares students to become Mental Health Counselors that work primarily with substance abuse, dependency disorders and other behavioral addictions. Students will gain competencies in understanding the addiction process and how it relates to other mental health and behavioral issues and develop the skills needed to address these concerns.

The 60-credit Counseling programs use a hybrid delivery method over 7 consecutive semesters. To be an effective counselor, students must have the foundational knowledge of the areas outlined above in the program

objectives. Much of this information can be obtained through reading and online study. Therefore, a significant portion of the acquisition of foundational knowledge will be facilitated by faculty in the online environment. Students will then come to class one night per week and, along with their co-learners, will apply that knowledge to practical situations that are facilitated by experienced faculty. This process will foster skill acquisition and integration of knowledge and practice into application.

Students will take three courses per semester, with one course running the full semester and the other two courses running for eight weeks consecutively. Therefore, students will be taking two classes at a time and completing three courses each semester.

Courses have been sequenced and grouped to allow the student to integrate knowledge into the larger concepts of the art and science of counseling. The first few semesters are heavier on foundational knowledge. The program then moves to knowledge that is needed for practice, following which, basic and intermediate counseling skills will be taught. Finally, each student will complete a supervised practicum and internship experience where mastery of the integration of knowledge and skill will be achieved in preparation for a professional career as a counselor.

Research and practice have demonstrated that the counselor as a person has a profound impact on the therapeutic relationship. Therefore, the program will monitor, assess, and attempt to enhance the personal and professional disposition of all students.

A dual-degree option is available, designed for students seeking more than one counseling specializations. Students who complete this option will complete 72 credit hours over 9 consecutive semesters and receive two master's degrees, which are awarded at the same time.

Educational Strategies

A. Core Counseling Objectives.

1. Professional Identity and Ethics – Demonstrate an understanding of the counseling profession, develop an identity as a counselor and demonstrate dispositions, attitudes and behaviors consistent with the norms and ethics of the counseling profession.
2. Counseling Theory – Gain significant knowledge of major counseling theories in the context of individual and group counseling and apply this knowledge to the counseling process.
3. Helping Relationships – Demonstrate effective communication skills consistent with a successful counselor. Demonstrate effective individual and group counseling techniques which facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals.
4. Social and Cultural Diversity – Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and recognize the impact of individual differences on the counseling process.
5. Human Growth and Development – Develop an understanding of the aspects of human growth and an appreciation for the nature of human development and its integration within the counseling process.
6. Career Development – Develop an understanding of career development and related life factors and the effects on an individual's mental health and lifestyle and the application within counseling.
7. Group Counseling – Develop both theoretical and experiential understanding of group process, development, dynamics, group counseling theories, methods, skills, and other group approaches.
8. Assessment – Gain knowledge and skills in assessment techniques, including standardized instruments, interviewing, and suicide and risk of violence assessment as well as apply concepts to individual and group appraisal. Demonstrate an ability to evaluate, analyze, and apply information to make evidence-based decisions and solve problems consistent with effective client change.
9. Psychodiagnosis– Develop a working knowledge of psychodiagnosis, the ethical application and its effect on treatment and counseling practice.

10. Addictions – Gain knowledge and skills in assessment and treatment of individuals with addictive issues.
11. Crisis, Trauma, and Suicide – Demonstrate sufficient knowledge and skills associated with counseling in crisis settings, addressing trauma in clients and assessing and responding to risk of suicide.
12. Research and Program Evaluation – Develop the ability to read, critique, evaluate, and contribute to professional research literature.

B. Addiction Counseling Student Learning Objectives

1. Biopsychosocial Aspects of Addiction – Develop an expanded understanding to addictions and substance abuse that includes concepts such as genetic predispositions, psychological factors, trauma, abuse, family, cultural and political issues and how these interact to influence the treatment of addictions.
2. Treatment of Addictions – Integrate counseling skills with knowledge of addictions to facilitate effective addictions treatment to maintain long term recovery as well as promote healthy practices, self-awareness, and self-care.

C. Practical Application Objectives

1. Experiential Learning – Through supervised practicum and internship experiences, develop, demonstrate, and integrate the knowledge and skills needed to be successful as practicing counselors.
2. Personal Growth and Understanding – Enhance professional dispositions and develop, through self-reflection and insight, an understanding of oneself and the use of self in the counseling process. Develop a personal approach to counseling and client advocacy with a clear understanding of counselor roles and functions.

Degree Completion Deadline

The degree completion deadline for the Master of Science in Addictions Counseling program is five years from the first day of enrollment.

Program-Specific Policies

All Counseling program handbooks can be found at the following link: <https://rm.edu/registrar/catalogs-handbooks/>. Where discrepancies exist between program and University policies, program policy takes precedence.

Master of Science in Clinical Mental Health Counseling (MSCo-MHC)

Overview

The Master of Science in Clinical Mental Health Counseling (MSCo-MHC) program prepares students for counseling positions in various community agencies, such as mental health centers, private counseling agencies, drug abuse centers, centers for counseling the elderly, child protective services, child counseling clinics, family counseling centers, pastoral counseling settings, as well as business and industry. The degree program provides the opportunity to counsel a broad range of client populations.

The 60-credit Counseling programs use a hybrid delivery method over 7 consecutive semesters. To be an effective counselor, students must have the foundational knowledge of the areas outlined above in the program objectives. Much of this information can be obtained through reading and online study. Therefore, a significant portion of the acquisition of foundational knowledge will be facilitated by faculty in the online environment. Students will then come to class one night per week and, along with their co-learners, will apply that knowledge to practical situations that are facilitated by experienced faculty. This process will foster skill acquisition and integration of knowledge and practice into application.

Students will take three courses per semester, with one course running the full semester and the other two courses running for eight weeks consecutively. Therefore, students will be taking two classes at a time and completing three courses each semester.

Courses have been sequenced and grouped to allow the student to integrate knowledge into the larger concepts of the art and science of counseling. The first few semesters are heavier on foundational knowledge. The program then moves to knowledge that is needed for practice, following which, basic and intermediate counseling skills will be taught. Finally, each student will complete a supervised practicum and internship experience where mastery of the integration of knowledge and skill will be achieved in preparation for a professional career as a counselor.

Research and practice have demonstrated that the counselor as a person has a profound impact on the therapeutic relationship. Therefore, the program will monitor, assess, and attempt to enhance the personal and professional disposition of all students.

A dual-degree option is available, designed for students seeking more than one counseling specializations. Students who complete this option will complete 72 credit hours over 9 consecutive semesters and receive two master's degrees, which are awarded at the same time.

Educational Strategies

A. Core Counseling Objectives.

1. Professional Identity and Ethics – Demonstrate an understanding of the counseling profession, develop an identity as a counselor and demonstrate dispositions, attitudes and behaviors consistent with the norms and ethics of the counseling profession.
2. Counseling Theory – Gain significant knowledge of major counseling theories in the context of individual and group counseling and apply this knowledge to the counseling process.
3. Helping Relationships – Demonstrate effective communication skills consistent with a successful counselor. Demonstrate effective individual and group counseling techniques which facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals.
4. Social and Cultural Diversity – Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and recognize the impact of individual differences on the counseling process.
5. Human Growth and Development – Develop an understanding of the aspects of human growth and an appreciation for the nature of human development and its integration within the counseling process.
6. Career Development – Develop an understanding of career development and related life factors and the effects on an individual's mental health and lifestyle and the application within counseling.
7. Group Counseling – Develop both theoretical and experiential understanding of group process, development, dynamics, group counseling theories, methods, skills, and other group approaches.
8. Assessment – Gain knowledge and skills in assessment techniques, including standardized instruments, interviewing, and suicide and risk of violence assessment as well as apply concepts to individual and group appraisal. Demonstrate an ability to evaluate, analyze, and apply information to make evidence-based decisions and solve problems consistent with effective client change.
9. Psychodiagnosis– Develop a working knowledge of psychodiagnosis, the ethical application and its effect on treatment and counseling practice.
10. Addictions – Gain knowledge and skills in assessment and treatment of individuals with addictive issues.
11. Crisis, Trauma, and Suicide – Demonstrate sufficient knowledge and skills associated with counseling in crisis settings, addressing trauma in clients and assessing and responding to risk of suicide.
12. Research and Program Evaluation – Develop the ability to read, critique, evaluate, and contribute to professional research literature.

B. Clinical Mental Health Counseling Student Learning Objectives

1. Mental Health Systems – Demonstrate sufficient knowledge and skills associated with working in multi-disciplinary Mental Health care setting and have practical knowledge in the areas of service, prevention, treatment, referral, and program management.
2. Psychopharmacology and Treatment Planning – Demonstrate an ability to develop and implement a treatment planning and a basic understanding of psychopharmacology and how treatment is applied in integrated mental health care.
3. Counseling Families and Couples – Demonstrate an understanding of systems theory and its application to the dynamic of families and couples.

C. Practical Application Objectives

1. Experiential Learning – Through supervised practicum and internship experiences, develop, demonstrate, and integrate the knowledge and skills needed to be successful as practicing counselors.
2. Personal Growth and Understanding – Enhance professional dispositions and develop, through self-reflection and insight, an understanding of oneself and the use of self in the counseling process. Develop a personal approach to counseling and client advocacy with a clear understanding of counselor roles and functions.

Degree Completion Deadline

The degree completion deadline for the Master of Science in Clinical Mental Health Counseling program is five years from the first day of enrollment.

Program-Specific Policies

All Counseling program handbooks can be found at the following link: <https://rm.edu/registrar/catalogs-handbooks/>. Where discrepancies exist between program and University policies, program policy takes precedence.

Master of Science in Clinical Rehabilitation Counseling (MSCo-CRC)

Overview

The Master of Science in Clinical Rehabilitation Counseling (MSCo-CRC) program prepares students to become an effective counselor that understands the systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in integrated settings through the application of the counseling process. This process involves communication, goal setting, the beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions.

The 60-credit Counseling programs use a hybrid delivery method over 7 consecutive semesters. To be an effective counselor, students must have the foundational knowledge of the areas outlined above in the program objectives. Much of this information can be obtained through reading and online study. Therefore, a significant portion of the acquisition of foundational knowledge will be facilitated by faculty in the online environment. Students will then come to class one night per week and, along with their co-learners, will apply that knowledge to practical situations that are facilitated by experienced faculty. This process will foster skill acquisition and integration of knowledge and practice into application.

Students will take three courses per semester, with one course running the full semester and the other two courses running for eight weeks consecutively. Therefore, students will be taking two classes at a time and completing three courses each semester.

Courses have been sequenced and grouped to allow the student to integrate knowledge into the larger concepts of the art and science of counseling. The first few semesters are heavier on foundational knowledge. The program then moves to knowledge that is needed for practice, following which, basic and intermediate counseling skills will be taught. Finally, each student will complete a supervised practicum and internship experience where mastery of the integration of knowledge and skill will be achieved in preparation for a professional career as a counselor.

Research and practice have demonstrated that the counselor as a person has a profound impact on the therapeutic relationship. Therefore, the program will monitor, assess, and attempt to enhance the personal and professional disposition of all students.

A dual-degree option is available, designed for students seeking more than one counseling specializations. Students who complete this option will complete 72 credit hours over 9 consecutive semesters and receive two master's degrees, which are awarded at the same time.

Educational Strategies

A. Core Counseling Objectives.

1. Professional Identity and Ethics – Demonstrate an understanding of the counseling profession, develop an identity as a counselor and demonstrate dispositions, attitudes and behaviors consistent with the norms and ethics of the counseling profession.
2. Counseling Theory – Gain significant knowledge of major counseling theories in the context of individual and group counseling and apply this knowledge to the counseling process.
3. Helping Relationships – Demonstrate effective communication skills consistent with a successful counselor. Demonstrate effective individual and group counseling techniques which facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals.
4. Social and Cultural Diversity – Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and recognize the impact of individual differences on the counseling process.
5. Human Growth and Development – Develop an understanding of the aspects of human growth and an appreciation for the nature of human development and its integration within the counseling process.
6. Career Development – Develop an understanding of career development and related life factors and the effects on an individual's mental health and lifestyle and the application within counseling.
7. Group Counseling – Develop both theoretical and experiential understanding of group process, development, dynamics, group counseling theories, methods, skills, and other group approaches.
8. Assessment – Gain knowledge and skills in assessment techniques, including standardized instruments, interviewing, and suicide and risk of violence assessment as well as apply concepts to individual and group appraisal. Demonstrate an ability to evaluate, analyze, and apply information to make evidence-based decisions and solve problems consistent with effective client change.
9. Psychodiagnosis– Develop a working knowledge of psychodiagnosis, the ethical application and its effect on treatment and counseling practice.
10. Addictions – Gain knowledge and skills in assessment and treatment of individuals with addictive issues.
11. Crisis, Trauma, and Suicide – Demonstrate sufficient knowledge and skills associated with counseling in crisis settings, addressing trauma in clients and assessing and responding to risk of suicide.
12. Research and Program Evaluation – Develop the ability to read, critique, evaluate, and contribute to professional research literature.

B. Clinical Rehabilitation Counseling Student Learning Objectives

1. Foundations of Clinical Rehabilitation Counseling – Demonstrate an understanding of the history, philosophy, and ethics of rehabilitation counseling. Including understanding of unique roles of clinical rehabilitation counselors.

2. Biopsychosocial Aspects of Clinical Rehabilitation Counseling – Demonstrate an understanding of the biopsychosocial aspects of impairment and disability; with a focus on social and family systems of support for those who are differently-abled. Additional legal, social advocacy, vocational and treatment components will be integrated.

C. Practical Application Objectives

1. Experiential Learning – Through supervised practicum and internship experiences, develop, demonstrate, and integrate the knowledge and skills needed to be successful as practicing counselors.
2. Personal Growth and Understanding – Enhance professional dispositions and develop, through self-reflection and insight, an understanding of oneself and the use of self in the counseling process. Develop a personal approach to counseling and client advocacy with a clear understanding of counselor roles and functions.

Degree Completion Deadline

The degree completion deadline for the Master of Science in Clinical Rehabilitation Counseling program is five years from the first day of enrollment.

Program-Specific Policies

All Counseling program handbooks can be found at the following link: <https://rm.edu/registrar/catalogs-handbooks/>. Where discrepancies exist between program and University policies, program policy takes precedence.

Master of Science in Marriage, Couples, and Family Counseling (MSCo-MCFC)

Overview

The Master of Science in Marriage, Couples, and Family Counseling (MSCo-MCFC) program is designed to prepare counselors to understand family systems and to use systemic interventions to help individuals, couples, and families in various settings, including mental health agencies, inpatient and schools.

The 60-credit Counseling programs use a hybrid delivery method over 7 consecutive semesters. To be an effective counselor, students must have the foundational knowledge of the areas outlined above in the program objectives. Much of this information can be obtained through reading and online study. Therefore, a significant portion of the acquisition of foundational knowledge will be facilitated by faculty in the online environment. Students will then come to class one night per week and, along with their co-learners, will apply that knowledge to practical situations that are facilitated by experienced faculty. This process will foster skill acquisition and integration of knowledge and practice into application.

Students will take three courses per semester, with one course running the full semester and the other two courses running for eight weeks consecutively. Therefore, students will be taking two classes at a time and completing three courses each semester.

Courses have been sequenced and grouped to allow the student to integrate knowledge into the larger concepts of the art and science of counseling. The first few semesters are heavier on foundational knowledge. The program then moves to knowledge that is needed for practice, following which, basic and intermediate counseling skills will be taught. Finally, each student will complete a supervised practicum and internship experience where mastery of the integration of knowledge and skill will be achieved in preparation for a professional career as a counselor.

Research and practice have demonstrated that the counselor as a person has a profound impact on the therapeutic relationship. Therefore, the program will monitor, assess, and attempt to enhance the personal and professional disposition of all students.

A dual-degree option is available, designed for students seeking more than one counseling specializations. Students who complete this option will complete 72 credit hours over 9 consecutive semesters and receive two master's degrees, which are awarded at the same time.

Educational Strategies

A. Core Counseling Objectives.

1. Professional Identity and Ethics – Demonstrate an understanding of the counseling profession, develop an identity as a counselor and demonstrate dispositions, attitudes and behaviors consistent with the norms and ethics of the counseling profession.
2. Counseling Theory – Gain significant knowledge of major counseling theories in the context of individual and group counseling and apply this knowledge to the counseling process.
3. Helping Relationships – Demonstrate effective communication skills consistent with a successful counselor. Demonstrate effective individual and group counseling techniques which facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals.
4. Social and Cultural Diversity – Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and recognize the impact of individual differences on the counseling process.
5. Human Growth and Development – Develop an understanding of the aspects of human growth and an appreciation for the nature of human development and its integration within the counseling process.
6. Career Development – Develop an understanding of career development and related life factors and the effects on an individual's mental health and lifestyle and the application within counseling.
7. Group Counseling – Develop both theoretical and experiential understanding of group process, development, dynamics, group counseling theories, methods, skills, and other group approaches.
8. Assessment – Gain knowledge and skills in assessment techniques, including standardized instruments, interviewing, and suicide and risk of violence assessment as well as apply concepts to individual and group appraisal. Demonstrate an ability to evaluate, analyze, and apply information to make evidence-based decisions and solve problems consistent with effective client change.
9. Psychodiagnosis– Develop a working knowledge of psychodiagnosis, the ethical application and its effect on treatment and counseling practice.
10. Addictions – Gain knowledge and skills in assessment and treatment of individuals with addictive issues.
11. Crisis, Trauma, and Suicide – Demonstrate sufficient knowledge and skills associated with counseling in crisis settings, addressing trauma in clients and assessing and responding to risk of suicide.
12. Research and Program Evaluation – Develop the ability to read, critique, evaluate, and contribute to professional research literature.

B. Marriage, Couples, and Family Counseling Student Learning Objectives

1. Families and Couples from a Systems Perspective – Develop and demonstrate understanding of the major models used in couples and family counseling and applying systems thinking in case formulation.
2. Practice of Marriage and Family Counseling – Develop proficiency in the skills and techniques of systems-oriented counseling approaches and their use in work with couples and families.
3. Counseling Children and Adolescents in the Family System – Demonstrate the ability to assess a client system's resources and constraints through the various perspectives including organization, sequences, development, multicultural, gender, and internal family system and select appropriate intervention strategies.

C. Practical Application Objectives

1. Experiential Learning – Through supervised practicum and internship experiences, develop, demonstrate, and integrate the knowledge and skills needed to be successful as practicing counselors.
2. Personal Growth and Understanding – Enhance professional dispositions and develop, through self-reflection and insight, an understanding of oneself and the use of self in the counseling process. Develop a personal approach to counseling and client advocacy with a clear understanding of counselor roles and functions.

Degree Completion Deadline

The degree completion deadline for the Master of Science in Marriage, Couples, and Family Counseling program is five years from the first day of enrollment.

Program-Specific Policies

All Counseling program handbooks can be found at the following link: <https://rm.edu/registrar/catalogs-handbooks/>. Where discrepancies exist between program and University policies, program policy takes precedence.

Master of Science in School Counseling (MSCo-SC)

Overview

The Master of Science in School Counseling (MSCo-SC) Program prepares students to become Professional School Counselors. Students become familiar with school counseling services, develop better self-understanding, and develop the competencies of comprehensive school counselors who build and lead school counseling programs. This degree program meets coursework specifications for professional school counselor certification/licensure.

The 60-credit Counseling programs use a hybrid delivery method over 7 consecutive semesters. To be an effective counselor, students must have the foundational knowledge of the areas outlined above in the program objectives. Much of this information can be obtained through reading and online study. Therefore, a significant portion of the acquisition of foundational knowledge will be facilitated by faculty in the online environment. Students will then come to class one night per week and, along with their co-learners, will apply that knowledge to practical situations that are facilitated by experienced faculty. This process will foster skill acquisition and integration of knowledge and practice into application.

Students will take three courses per semester, with one course running the full semester and the other two courses running for eight weeks consecutively. Therefore, students will be taking two classes at a time and completing three courses each semester.

Courses have been sequenced and grouped to allow the student to integrate knowledge into the larger concepts of the art and science of counseling. The first few semesters are heavier on foundational knowledge. The program then moves to knowledge that is needed for practice, following which, basic and intermediate counseling skills will be taught. Finally, each student will complete a supervised practicum and internship experience where mastery of the integration of knowledge and skill will be achieved in preparation for a professional career as a counselor.

Research and practice have demonstrated that the counselor as a person has a profound impact on the therapeutic relationship. Therefore, the program will monitor, assess, and attempt to enhance the personal and professional disposition of all students.

A dual-degree option is available, designed for students seeking more than one counseling specializations. Students who complete this option will complete 72 credit hours over 9 consecutive semesters and receive two master's degrees, which are awarded at the same time.

Educational Strategies

A. Core Counseling Objectives.

1. Professional Identity and Ethics – Demonstrate an understanding of the counseling profession, develop an identity as a counselor and demonstrate dispositions, attitudes and behaviors consistent with the norms and ethics of the counseling profession.
2. Counseling Theory – Gain significant knowledge of major counseling theories in the context of individual and group counseling and apply this knowledge to the counseling process.
3. Helping Relationships – Demonstrate effective communication skills consistent with a successful counselor. Demonstrate effective individual and group counseling techniques which facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals.
4. Social and Cultural Diversity – Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and recognize the impact of individual differences on the counseling process.
5. Human Growth and Development – Develop an understanding of the aspects of human growth and an appreciation for the nature of human development and its integration within the counseling process.
6. Career Development – Develop an understanding of career development and related life factors and the effects on an individual's mental health and lifestyle and the application within counseling.
7. Group Counseling – Develop both theoretical and experiential understanding of group process, development, dynamics, group counseling theories, methods, skills, and other group approaches.
8. Assessment – Gain knowledge and skills in assessment techniques, including standardized instruments, interviewing, and suicide and risk of violence assessment as well as apply concepts to individual and group appraisal. Demonstrate an ability to evaluate, analyze, and apply information to make evidence-based decisions and solve problems consistent with effective client change.
9. Psychodiagnosis– Develop a working knowledge of psychodiagnosis, the ethical application and its effect on treatment and counseling practice.
10. Addictions – Gain knowledge and skills in assessment and treatment of individuals with addictive issues.
11. Crisis, Trauma, and Suicide – Demonstrate sufficient knowledge and skills associated with counseling in crisis settings, addressing trauma in clients and assessing and responding to risk of suicide.
12. Research and Program Evaluation – Develop the ability to read, critique, evaluate, and contribute to professional research literature.

B. School Counseling Student Learning Objectives

1. Comprehensive School Counseling – Develop and demonstrate an understanding of the foundations of school counseling, including the school environment, educational processes, multifaceted prevention and interventions and effective program assessment skills to access and obtain data to evaluate intervention effectiveness.
2. School Services – Evaluate school counseling efficacy related to closing the achievement, opportunity and attainment gaps. Identify instruments for measuring school counseling outcomes and use achievement related data to demonstrate school counselor efficacy.
3. Counseling Interventions for Student Success – Demonstrated understanding of the application of developmental theory in the practice of counseling children and adolescents.

C. Practical Application Objectives

1. Experiential Learning – Through supervised practicum and internship experiences, develop, demonstrate, and integrate the knowledge and skills needed to be successful as practicing counselors.

2. Personal Growth and Understanding – Enhance professional dispositions and develop, through self-reflection and insight, an understanding of oneself and the use of self in the counseling process. Develop a personal approach to counseling and client advocacy with a clear understanding of counselor roles and functions.

Degree Completion Deadline

The degree completion deadline for the Master of Science in School Counseling program is five years from the first day of enrollment.

Program-Specific Policies

All Counseling program handbooks can be found at the following link: <https://rm.edu/registrar/catalogs-handbooks/>. Where discrepancies exist between program and University policies, program policy takes precedence.

Post-Master's Addictions Counseling Certificate (CERT-AC)

Overview

The Post-Master's Addictions Counseling Certificate (CERT-AC) program prepares students to become Mental Health Counselors that work primarily with substance abuse, dependency disorders and other behavioral addictions. Students will gain competencies in understanding the addiction process and how it relates to other mental health and behavioral issues and develop the skills needed to address these concerns.

Students in this program will complete a minimum of 15 credits. This would include CO 650 Mental Health Care Systems (3 credits) and Internship (1-6 credits). The admissions committee will assess each student's skills and review the student's transcript and any additional documentation provided by the licensing board to determine the additional courses required for licensure. These additional courses will be required as part of the certificate program. Individual student course sequence will be determined with the program directors/advisor upon enrollment.

This certificate will be delivered primarily through online and face-to-face instruction (either in person or synchronously online) and every effort will be made to coordinate with the licensing board to satisfy board requirements. However, it will be made clear to students that a license is not guaranteed.

Educational Strategies

The primary learning objective is to verify each student has the knowledge and skills required to be an effective Mental Health Counselor that works primarily with substance abuse, dependency disorders and other behavioral addictions. This will include the foundational ethical requirements and behaviors as outlined by the Utah Clinical Mental Health Counseling License standards of practice and the knowledge and skills necessary to successfully operate in mental health care treatment systems.

Degree Completion Deadline

The degree completion deadline for the Post-Master's Addictions Counseling Certificate program is two years from the first day of enrollment.

Program-Specific Policies

All Counseling program handbooks can be found at the following link: <https://rm.edu/registrar/catalogs-handbooks/>. Where discrepancies exist between program and University policies, program policy takes precedence.

Post-Master's Clinical Mental Health Counseling Certificate (CERT-MHC)

Overview

The Post-Master's Clinical Mental Health Counseling Certificate program is designed specifically for those who already have a Master's degree in Counseling and are seeking licensure as a Clinical Mental Health Counselor.

Students in this program will complete a minimum of 15 credits. This would include CO 650 Mental Health Care Systems (3 credits) and Internship (1-6 credits). The admissions committee will assess each student's skills and review the student's transcript and any additional documentation provided by the licensing board to determine the additional courses required for licensure. These additional courses will be required as part of the certificate program. Individual student course sequence will be determined with the program directors/advisor upon enrollment.

This certificate will be delivered primarily through online and face-to-face instruction (either in person or synchronously online) and every effort will be made to coordinate with the licensing board to satisfy board requirements. However, it will be made clear to students that a license is not guaranteed.

Educational Strategies

The primary learning objective is to verify each student has the knowledge and skills required to be an effective Mental Health Counselor. This will include the foundational ethical requirements and behaviors as outlined by the Utah Clinical Mental Health Counseling License standards of practice and the knowledge and skills necessary to successfully operate in mental health care treatment systems.

Degree Completion Deadline

The degree completion deadline for the Post-Master's Clinical Mental Health Counseling Certificate program is two years from the first day of enrollment.

Program-Specific Policies

All Counseling program handbooks can be found at the following link: <https://rm.edu/registrar/catalogs-handbooks/>. Where discrepancies exist between program and University policies, program policy takes precedence.

Post-Master's Clinical Rehabilitation Counseling Certificate (CERT-CRC)

Overview

The Post-Master's Clinical Rehabilitation Counseling Certificate (CERT-CRC) program prepares students to become an effective counselor that understands the systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in integrated settings through the application of the counseling process. This process involves communication, goal setting, the beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions.

Students in this program will complete a minimum of 15 credits. This would include CO 650 Mental Health Care Systems (3 credits) and Internship (1-6 credits). The admissions committee will assess each student's skills and review the student's transcript and any additional documentation provided by the licensing board to determine the additional courses required for licensure. These additional courses will be required as part of the certificate program. Individual student course sequence will be determined with the program directors/advisor upon enrollment.

This certificate will be delivered primarily through online and face-to-face instruction (either in person or synchronously online) and every effort will be made to coordinate with the licensing board to satisfy board requirements. However, it will be made clear to students that a license is not guaranteed.

Educational Strategies

The primary learning objective is to verify each student has the knowledge and skills required to be an effective Mental Health Counselor. This will include the foundational ethical requirements and behaviors as outlined by the Utah Clinical Mental Health Counseling License standards of practice and the knowledge and skills necessary to successfully operate in mental health care treatment systems.

Degree Completion Deadline

The degree completion deadline for the Post-Master's Clinical Rehabilitation Counseling Certificate program is two years from the first day of enrollment.

Program-Specific Policies

All Counseling program handbooks can be found at the following link: <https://rm.edu/registrar/catalogs-handbooks/>. Where discrepancies exist between program and University policies, program policy takes precedence.

Post-Master's Marriage, Couple, and Family Counseling Certificate (CERT-MCFC)

Overview

The Post-Master's Marriage, Couple, and Family Counseling Certificate (CERT-MCFC) program is designed to prepare counselors to understand family systems and to use systemic interventions to help individuals, couples, and families in various settings, including mental health agencies, inpatient and schools.

Students in this program will complete a minimum of 15 credits. This would include CO 650 Mental Health Care Systems (3 credits) and Internship (1-6 credits). The admissions committee will assess each student's skills and review the student's transcript and any additional documentation provided by the licensing board to determine the additional courses required for licensure. These additional courses will be required as part of the certificate program. Individual student course sequence will be determined with the program directors/advisor upon enrollment.

This certificate will be delivered primarily through online and face-to-face instruction (either in person or synchronously online) and every effort will be made to coordinate with the licensing board to satisfy board requirements. However, it will be made clear to students that a license is not guaranteed.

Educational Strategies

The primary learning objective is to verify each student has the knowledge and skills required to be an effective Mental Health Counselor. This will include the foundational ethical requirements and behaviors as outlined by the Utah Clinical Mental Health Counseling License standards of practice and the knowledge and skills necessary to successfully operate in mental health care treatment systems.

Degree Completion Deadline

The degree completion deadline for the Post-Master's Marriage, Couple, and Family Counseling Certificate program is two years from the first day of enrollment.

Program-Specific Policies

All Counseling program handbooks can be found at the following link: <https://rm.edu/registrar/catalogs-handbooks/>. Where discrepancies exist between program and University policies, program policy takes precedence.

Post-Master's School Counseling Certificate (CERT-SC)

Overview

The Post-Master's School Counseling Certificate (CERT-SC) program is designed specifically for those who already have a Master's degree in Clinical Mental Health Counseling and are seeking certification as a School Counselor.

Students in this program will complete a minimum of 15 credits (12 credits in course preparation and 3 credits in School Internship) specifically in School Counseling. The admissions committee will assess each student's skills and review the student's transcript and determine and verify that all core skills can be demonstrated. Students may be required to take extra courses in order to meet the requirements for school counseling licensure in the state of Utah. Individual student course sequence will be determined with the Program Director/advisor upon enrollment.

This certificate will be delivered primarily through online and face to face instruction (either in person or synchronously online) and will work in conjunction with School-based mentorship. Those who complete the certificate program will be prepared to receive School Counseling Licenses in the State of Utah.

Educational Strategies

1. School Counseling Systems – Develop and demonstrate an understanding of the foundations of school counseling, including the school environment, educational processes, multifaceted prevention and interventions and effective program assessment skills.
2. School Services – Evaluate school counseling efficacy related to closing the achievement, opportunity and attainment gaps. Students will identify instruments for measuring school counseling outcomes and use achievement-related data to demonstrate school counselor efficacy.
3. Counseling Interventions for Student Success – Students will demonstrate an understanding of the application of developmental theory in the practice of counseling children and adolescents.
4. Practical Learning Experience. Students will complete field work and internships appropriate to School Counseling in their chosen school level (elementary, middle, and/or high school) and their school district.

Degree Completion Deadline

The degree completion deadline for the Post-Master's School Counseling Certificate program is two years from the first day of enrollment.

Program-Specific Policies

All Counseling program handbooks can be found at the following link: <https://rm.edu/registrar/catalogs-handbooks/>. Where discrepancies exist between program and University policies, program policy takes precedence.

College of Optometric Medicine

Doctor of Optometry (OD)

Overview

The mission of the Rocky Mountain University of Health Professions' Doctor of Optometry program is to prepare skilled optometric physicians as leaders and role models who define excellence in optometric medicine, are deeply committed to competent and respectful patient care, ethical and impactful scientific research, and who are engaged in compassionate public service that improves the health of the diverse communities in which they serve. The successful applicant will require a bachelor's degree and meet the prerequisites detailed on the University website.

The Doctor of Optometry Program is a traditional campus-based program consisting of 11 consecutive semesters that will prepare students by incorporating traditional optometric training with a progressive medically based curriculum that satisfies the current scope of optometric practice throughout the country and anticipates future advancements in the profession. Rocky Mountain University is the first College of Optometric Medicine to utilize the eleven consecutive semester model. This has allowed a more balanced and lighter per semester course load for the students than traditional programs. The goal is to offer the material in a more attainable and retainable manner. Learning experiences will include classroom, laboratory, online, and both on-site and off-site clinical education. There is a total of 185 credit-hours required for the successful completion of the program of which 61.5 credit-hours are dedicated to supervised direct patient care. In all, the program offers 1484 hours of lecture, 615 hours of laboratory, and 2151 hours clinical instruction.

The Rocky Mountain University College of Optometric Medicine embraces the University's seven core values of being: Evidence-Based, Learning Centered, Authentic, Service Oriented, Trustworthy, Inclusive, and Collaborative. The Program will not only plan to operate by these values but also instill them into every student as it aligns itself with the Association of Schools and Colleges of Optometry (ASCO) and the 2011 ASCO Report: Attributes of Students Graduating from Schools and Colleges of Optometry.

Educational Strategies

The program demonstrates mission fulfillment through the following objectives in the areas of Teaching and Learning, Research or Scholarly Activities, Patient Care, and Service, as outlined below.

Teaching and Learning

GOAL A: To deliver an innovative, application-based, educational program within a supportive learning culture that provides opportunities to integrate knowledge, solve problems, think critically, and enable graduates to possess entry level standards for the practice of optometric medicine.

- Recruit, develop, retain, and graduate a diverse student body.
- Establish a culture of engagement with students, faculty, staff, and alumni that informs curricular and co-curricular programming.
- Develop leaders in optometry with advanced practice knowledge and skills equipped to handle the challenges of practicing optometric medicine in the face of ever-expanding practice of optometry.
- Prepare graduates to deliver humanistic and competent optometric care with diverse cultures, experiences, and practice settings.
- Support opportunities for interprofessional learning and clinical care.
- Empower students to become digitally literate clinicians, who are proficient in applying information technologies and collaborative networking skills to improve patient care.
- Foster a culture of life-long learning and educational curiosity.

GOAL B: To recruit, develop, and retain highly qualified diverse administrators, faculty, and staff.

- Enhance faculty awareness of the best practices in the Scholarship of Teaching and Learning and prepare them to become engaged, successful instructors.
- Encourage and support life-long learning and development opportunities that cultivate leadership, service, and scholarship activities.
- Provide clinical staff opportunities for training in topics related to the practice of optometry.
- Support professional growth and opportunities to collaborate as a community.

Research or Scholarly Activity

GOAL C: To foster a commitment to and ability for engaging in research and scholarly activity that align with the goals of the Optometry program.

- Facilitate, support, and pursue ethical and impactful research and scholarly activity that engages students and faculty.
- Support interdisciplinary collaborative and mentoring relationships for research and scholarly activity with other health care programs and other institutions.
- Provide mentoring and training for students in research methods to apply evidence-based medicine in clinical decision making while inclusive of patient cultures and preferences.

Patient Care

GOAL D: To provide patient-centered, sensitive, and compassionate comprehensive eye care that promotes timely access to needed optometric services, follows best practices, and incorporates each patient's preferences and treatment priorities.

- Incorporate the application of evidence-based medicine into the delivery of care.
- Foster compassionate treatment of patients, and respect for their privacy and dignity.
- Uphold honesty and integrity in all interactions.
- Support a culturally-sensitive environment in the delivery of patient care.

Service

GOAL E: To foster a servant leadership spirit in students, faculty, and staff that underscores the value of service for indigent and under-served populations.

- Facilitate supportive and productive relationships within the University, College, profession, and surrounding community.
- Engage other healthcare and associated professionals on relevant topics with the goal of collaboration to enhance care.
- Advocate for equity and access to healthcare for indigent and under-served populations.
- Develop service experiences that promote awareness and better understanding of the needs of communities they serve.

Degree Completion Deadline

The degree completion deadline for the Doctor of Optometry (OD) program is five years from the first day of enrollment.

Program-Specific Policies

All OD program handbooks can be found at the following link: <https://rm.edu/registrar/catalogs-handbooks/>. Where discrepancies exist between program and University policies, program policy takes precedence.

College of Rehabilitation Sciences

Department of Occupational Therapy

Doctor of Occupational Therapy (OTD)

Overview

The mission of the entry-level Doctor of Occupational Therapy (OTD) program is to develop employable occupational therapy practitioners who are diverse, knowledgeable, innovative, reflective, and able to affect and adapt to change. Through the lens of occupation-based practice and innovative teaching and learning interventions, our graduates will be able to navigate the ever-changing social and health care landscape while attending to diversity, disparity, and determinants of health and well-being for individuals, groups, and populations.

The program is delivered via a limited residency model, with both online and onsite components. Students will be on campus two times each semester during semesters 1-4, and 7. Students will experience a thorough curriculum consisting of didactic and experiential (fieldwork) courses to be completed in 8 semesters or 2.6 years (in a 16-week semester format). There are a total of 105 credit hours required for the successful completion of the program, including the credits earned via experiential fieldwork.

In the final semester, students will be required to complete and pass the Doctoral Capstone Artifact Presentation and Defense. Successful completion of all aspects of the capstone project is a requirement for program completion and degree conferral. Students will also take a practice Occupational Therapy Knowledge Examination, which will provide feedback and prepare them for the National Board for Certification in Occupational Therapy (NBCOT) exam.

Teaching and learning philosophy in the entry-level OTD Program align with AOTA's Philosophical Statement on Education (2018) "is a collaborative process that builds on prior knowledge and experience; continuous professional judgment, evaluation, and self-reflection, and lifelong learning and continuous advocacy for the profession and society's occupational needs." Using evidenced-based andragogy, the curricular and instructional design are influenced by adult learning theory constructivism and self-regulated learning. Further, the faculty employ instructional technologies that are not only effective through current best evidence but are durable and accessible to all. Evaluating student performance values an eclectic approach using various assessment methods to support diverse learning preferences yet focusing on preparing students to complete the national thresholds for competency in occupational therapy successfully.

Educational Strategies

Upon completion of the RMU Doctor of Occupational Therapy program, graduates will:

1. Demonstrate knowledge of the occupational therapy process (within the OTPF-4) and an ability to integrate and apply this knowledge to the care of their clients.
2. Differentiate between the interventions aimed to remediate or compensate for increasing the client's participation and/or performance in meaningful activities across occupations, populations, conditions, and contexts.
3. Explain the implications of psychological, socioeconomic, cultural, and spiritual dimensions of human health and illness and tailor their approach to evaluating and managing clients to optimize participation and performance in meaningful occupations.
4. Identify effective evidence-based interventions for the remediation or adaptation of occupational performance deficits to enable increased participation and quality of life.
5. Articulate specific types of clinical-related research and scholarship that can be conducted in clinical practice.

6. Demonstrate the ability to implement all aspects of the occupational therapy process (within the OTPF-4) and an ability to integrate and apply this knowledge to the care of their clients.
7. Demonstrate the ability to integrate psychosocial assessment and interventions in conjunction with the occupational therapy process across conditions, populations, contexts, and practice settings.
8. Demonstrate effective clinical problem-solving, reasoning, and decision-making by developing comprehensive client-centered evaluation and treatment plans.
9. Apply principles of evidence-based practice and high proficiency digital literacy skills to quickly access, critically evaluate, and apply high-quality evidence-based information to unique clients at various points of the occupational therapy process.
10. Effectively collaborate with members of the healthcare team to provide comprehensive client-centered care across the lifespan.
11. Utilize evidence-based client engagement, communication strategies and therapeutic use of self to provide compassionate, innovative, ethical, and effective occupational therapy care.
12. Demonstrate the capacity to learn and engage in client centered practice reflectively, with a critical awareness of the scope and limits of one's knowledge, skills, and attitudes and the occupational therapy scope of practice.
13. Apply types of clinical related research design, methodology and analysis that demonstrates advanced knowledge in a traditional, emerging, or specialized practice setting.
14. Commit to incorporating occupation-based practice across populations, conditions, contexts, and practice settings.
15. Uphold high ethical standards and demonstrate sensitivity and responsiveness to the unique needs of individual clients/patients including consideration of culture, race, ethnicity, age, gender, sexual orientation, and disabilities.
16. Demonstrate respect, compassion, integrity, and accountability to patients, society, and the occupational therapy profession.
17. Create and sustain sound professional relationships with clients/patients and members of the healthcare team.
18. Demonstrate emotional resilience, emotional stability, adaptability, and flexibility. Further, demonstrate tolerance of ambiguity and anxiety with an awareness of the importance of maintaining one's own well-being.

Degree Completion Deadline

The degree completion deadline for the Doctor of Occupational Therapy program is five years from the first day of enrollment.

Program-Specific Policies

All OTD program handbooks can be found at the following link: <https://rm.edu/registrar/catalogs-handbooks/>. Where discrepancies exist between program and University policies, program policy takes precedence.

Post-professional Doctor of Occupational Therapy (pOTD)

Overview

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

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

The program also offers elective tracks which provide additional depth and expert guidance in the areas of Aging, Assistive Technology, Education, Leadership, Hand Therapy, Health & Wellness, and Pediatrics.

A minimum of 30 graded credit hours is required for successful completion of the pOTD degree. The pOTD program schedules and course requirements are outlined in the respective cohort curricula, which are published on the University website.

Educational Strategies

1. Didactic education with emphasis on the clinical application of best practices.
2. Understanding of the application of research and the research process in the clinical setting.
3. Application of evidence-based practice principles and practice models.
4. Completion of an integrated project emphasizing the Occupational Therapy Framework and foundations (OTD).

Degree Completion Deadline

The degree completion deadline for the Post-Professional Doctor of Occupational Therapy program is four years from the first day of enrollment.

Master of Occupational Therapy (MOT)

Overview

The mission of the Master of Occupational Therapy (MOT) program (OTA-MOT Bridge) is to develop occupational therapy assistants into employable occupational therapy practitioners who are diverse, knowledgeable, innovative, reflective, and able to affect and adapt to change. Through the lens of occupation-based practice and innovative teaching and learning interventions, our graduates will be able to navigate the ever-changing social and healthcare landscape while attending to diversity, disparity, and determinants of health and well-being for individuals, groups, and populations.

The program is delivered via a limited residency model, with both online and onsite components. Students will be on campus for five consecutive days, during the 4th week of semesters 1 and 2, and the 12th week of semester 3. Students will experience a thorough curriculum consisting of didactic and experiential learning or fieldwork courses. Semesters 1, 2, and 3 compose the didactic components of the program. Level II fieldwork will be completed during semesters 4 and 5 where students will be required to complete two 12-week Level II fieldwork experiences. There are a total of 68 credit hours required for the successful completion of the program, including the credits earned via experiential fieldwork experiences. The program is designed to be completed in 20 consecutive months.

This is a full-time hybrid program that requires attendance during daytime hours for virtual classes. Due to the demands of a graduate program, full-time employment is not recommended.

Students will take a practice Occupational Therapy Knowledge Examination (OTKE) while in the program, which will provide feedback and prepare them for the National Board for Certification in Occupational Therapy (NBCOT) exam.

The teaching and learning philosophy in the MOT Program (OTA-MOT Bridge) aligns with AOTA's Philosophical Statement on Education (2018) "is a collaborative process that builds on prior knowledge and experience; continuous professional judgment, evaluation, and self-reflection, and lifelong learning and continuous advocacy for the profession and society's occupational needs." Using evidenced-based andragogy, the curricular and instructional design are influenced by adult learning theory, constructivism, and self-regulated learning. Further, the faculty employs instructional technologies that are not only effective through current best evidence but are durable and accessible to all. Evaluating student performance values an eclectic approach using various assessment methods to support diverse learning preferences yet focusing on preparing students to complete the national thresholds for competency in occupational therapy successfully.

Educational Strategies

Upon completion of the RMU Doctor of Occupational Therapy program, graduates will:

1. Demonstrate knowledge of the occupational therapy process (within the OTPF-4) and an ability to integrate and apply this knowledge to the care of their clients.
2. Differentiate between the interventions aimed to remediate or compensate for increasing the client's participation and/or performance in meaningful activities across occupations, populations, conditions, and contexts.
3. Explain the implications of psychological, socioeconomic, cultural, and spiritual dimensions of human health and illness and tailor their approach to evaluating and managing clients to optimize participation and performance in meaningful occupations.
4. Identify effective evidence-based interventions for the remediation or adaptation of occupational performance deficits to enable increased participation and quality of life.
5. Articulate specific types of clinical-related research and scholarship that can be conducted in clinical practice.
6. Demonstrate the ability to implement all aspects of the occupational therapy process (within the OTPF-4) and an ability to integrate and apply this knowledge to the care of their clients.
- 7.
8. Demonstrate the ability to integrate psychosocial assessment and interventions in conjunction with the occupational therapy process across conditions, populations, contexts, and practice settings.
9. Demonstrate effective clinical problem-solving, reasoning, and decision-making by developing comprehensive client-centered evaluation and treatment plans.
10. Apply principles of evidence-based practice and high proficiency digital literacy skills to quickly access, critically evaluate, and apply high-quality evidence-based information to unique clients at various points of the occupational therapy process.
11. Effectively collaborate with members of the healthcare team to provide comprehensive client-centered care across the lifespan.
12. Utilize evidence-based client engagement, communication strategies and therapeutic use of self to provide compassionate, innovative, ethical, and effective occupational therapy care.
13. Demonstrate the capacity to learn and engage in client-centered practice reflectively, with a critical awareness of the scope and limits of one's knowledge, skills, and attitudes and the occupational therapy scope of practice.
14. Apply types of clinically related research design, methodology and analysis that demonstrate advanced knowledge in a traditional, emerging, or specialized practice setting.
15. Commit to incorporating occupation-based practice across populations, conditions, contexts, and practice settings.
16. Uphold high ethical standards and demonstrate sensitivity and responsiveness to the unique needs of individual clients/patients including consideration of culture, race, ethnicity, age, gender, sexual orientation, and disabilities.

17. Demonstrate respect, compassion, integrity, and accountability to patients, society, and the occupational therapy profession.
18. Create and sustain sound professional relationships with clients/patients and members of the healthcare team.
19. Demonstrate emotional resilience, emotional stability, adaptability, and flexibility. Further, demonstrate tolerance of ambiguity and anxiety with an awareness of the importance of maintaining one's own well-being.

Degree Completion Deadline

The degree completion deadline for the Master of Occupational Therapy program is four years from the first day of enrollment.

Program-Specific Policies

All MOT program handbooks can be found at the following link: <https://rm.edu/registrar/catalogs-handbooks/>. Where discrepancies exist between program and University policies, program policy takes precedence.

Department of Speech-Language Pathology

Doctor of Speech-Language Pathology (SLPD)

Overview

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

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

Educational Strategies

1. Lectures presented by instructors to students via screencast/video, so that students have access to them at any time of day (i.e., utilizing asynchronous communication).
2. Readings assigned by instructors on relevant academic topics. Readings may be based on textbooks but may also include a wide variety of other sources such as journal articles, monographs, blog posts, and Internet sites.
3. Forum discussions in which students respond to written queries of instructors by writing a relevant response such as (a) analyzing or explaining the subject/topic, (b) providing associated examples, or (c) generating relationships among the various points of the discussion.
4. Individual projects, in which students complete instructions provided by the instructor, but do so individually rather than in groups. These projects can vary greatly in terms of time and complexity from, for example, from writing a 1-page summary to conducting scholarly project based on an independent evidence-based practice investigation.
5. Small group projects, in which students complete instructions provided by the instructor, but do so in groups rather than individually. As with the individual projects, small group projects can vary greatly in

terms of time and complexity. The focus of small group projects may be either the development of professional knowledge/skills or the development of collaborative learning skills.

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

Continuous Enrollment Requirements are as follows:

At the conclusion of all didactic semesters:

1. The SLPD student will enroll in the Capstone Residency course (SLP 711A) for the next semester and for each semester (SLP 711B, SLP 711C, etc.) thereafter until the completion of the program.
 - a. In order to enroll in each semester, the student must submit a progress report and receive approval from the Program Director.
 - b. SLP 711 courses do not require physical attendance on the University campus.

Partial semester enrollment is not available. Students must maintain continuous enrollment with the University and be financially current with the University (or have made alternate arrangements with the University Finance Office) to enroll for each succeeding SLP 711 course. Students who exceed the maximum time frame for their respective program and have successfully received an extension from the Provost [or the Academic Appeals Committee if commissioned by the Provost] will be required to enroll in SLP 711 courses during each four-month period for the length of their extensions. Students who do not maintain continuous enrollment are subject to disciplinary action up to and including dismissal from the program.

Degree Completion Deadline

The degree completion deadline for the Doctor of Speech-Language Pathology (SLPD) program is five years from the first day of enrollment.

Master of Science in Medical Speech-Language Pathology (MS MedSLP)

Overview

The Master of Science in Medical Speech-Language Pathology (MS MedSLP) residential degree program is designed prepare students who are committed to lifelong professional growth and collaborative practice as they provide comprehensive, evidence-based, patient centered care for the betterment of society.

The sixty-nine (69) credit MS MedSLP curriculum is a twenty-four (24) month residential program that includes a mix of traditional lecture/lab and blended/online courses during six (6) continuous semesters of classroom and clinical experiences that provide broad-based training plus a specific emphasis for practice in medical settings.

Med MS MedSLP master's students will experience at least 25 hours of clinical observation and 375 hours of direct and simulated client/patient contact in a broad array of clinical settings. Clinical settings include, but are not limited to hospitals, clinics, rehab facilities, acute care rehab facilities, long-term acute care facilities, public and private schools, outpatient facilities, and skilled nursing facilities. You will acquire these hours under the supervision of a qualified professional who holds ASHA certification in Speech-Language Pathology.

The MS MedSLP master's program at Rocky Mountain University of Health Professions focuses on advanced coursework that will prepare graduates as medical Speech-Language Pathologists to work in settings such as: hospitals, clinics, and acute care rehab facilities. Speech-language pathologists in a medical setting assess, diagnose, treat and help to prevent oral motor, swallowing, cognitive-linguistic, speech, and language disorders.

Upon graduating from the MS MedSLP master's program, graduates are encouraged to certify for ASHA's Certificate of Clinical Competence (CCC). The Certificate of Clinical Competence (CCC) is granted by ASHA in

speech-language pathology. It is a nationally recognized credential. Speech-language pathologists who possess a graduate degree are eligible to apply for voluntary certification, which requires the completion of a graduate degree, a supervised clinical fellowship, and a passing score on the national examination. Additionally, the candidate for certification must acquire the requisite knowledge and skills mandated by certification standards while enrolled in a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Educational Strategies

1. A learner-centered model of education where students take an active role in the teaching and learning process.
2. Mentoring by faculty that encourages critical reflection and problem solving.
3. Student development of core values and skills enhanced through appropriate faculty interaction and modeling of professional behaviors and attitudes.
4. Didactic and clinical education involving group discussions that include analysis and synthesis of theory and practice.
5. Assessment of student learning and preparation for clinical practice as an intentional and integrated component of student learning

Degree Completion Deadline

The degree completion deadline for the Master of Science in Medical Speech Language Pathology program is four years from the first day of enrollment.

Program-Specific Policies

All MS MedSLP program handbook can be found at the following link: <https://rm.edu/academic-affairs/general-student-information-forms/>. Where discrepancies exist between program and University policies, program policy takes precedence.

Department of Physical Therapy

Doctor of Physical Therapy (DPT)

Overview

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

The program is a traditional campus-based program consisting of 8 semesters. Learning experiences will include classroom, laboratory, online, and off-site clinical education. There are a total of 129 credit hours required for successful completion of the program, including the credits earned for the 42 weeks of clinical education. The DPT program strives to attract a dynamic and diverse faculty who possess a common desire to shape the physical therapists of tomorrow by modeling both clinical and teaching excellence. By design, the DPT program plans on expanding on the progressive model of the University by incorporating advances in technology and educational theory in the development and implementation of its programs. RMU recognizes that even with the best technology and curriculum, the heart and soul of the program is the student. The program caters to highly motivated students who wish to be active participants in their education.

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

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

Educational Strategies

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

Degree Completion Deadline

The degree completion deadline for the Doctor of Physical Therapy program is five years from the first day of enrollment.

Program-Specific Policies

All DPT program policies can be found in the DPT Student Handbook located on the website at <https://rm.edu/registrar/catalogs-handbooks/>. Where discrepancies exist between program and University policies, program policy takes precedence.

Post-professional Doctor of Physical Therapy in Pediatric Science (pDPT)

Overview

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

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

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

A minimum of 24 graded credit hours is required for successful completion of the DPT degree. The pDPT program schedules and course requirements are outlined in the respective cohort curricula, which are published on the University website.

Educational Strategies

1. Didactic education with emphasis on the clinical application of best practices.
2. Understanding of the application of research and the research process in the clinical setting.
3. Application of evidence-based practice principles and practice models.
4. Completion of a peer-reviewed and referenced case report manuscript on a pre-approved topic (pDPT).

Degree Completion Deadline

The degree completion deadline for the Post-professional Doctor of Physical Therapy in Pediatric Science program is four years from the first day of enrollment.

Admissions

Admissions materials and requirements for all RMU degree programs may be accessed via the Admissions website at <http://www.rm.edu>. To be eligible for most degree programs, an applicant must demonstrate a previous record of successful academic achievement, clinical experience, and the motivation to pursue graduate level education.

Clinical Education Requirements

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

Foreign Educated Applicants

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

Examples of certified credentialing service include:

- [World Education Services](#)
- [Education Credential Evaluators](#)
- [International Consultants of Delaware, Inc](#)
- [International Education Research Foundation](#)

A foreign-educated applicant may be required to submit a **minimum** TOEFL/iBT overall score of **at least 92** with the following **minimum section requirements**:

- Reading: 20
- Listening: 20
- Speaking: 20
- Writing: 20

The TOEFL/iBT exam must be taken within 2 years of application. This is a requirement for all applicants for whom English is not an official native language. When taking the TOEF/iBT, students should use code 5751 to have results sent directly to the University.

Deadlines for Applications

Most applications are processed as soon as they are complete, and admission decisions are generally made within a few weeks from the time the application and all supporting materials are received. Applicants are encouraged to submit their application before the early application deadline. An application must be submitted before the final application deadline.

Program Cancellation or Postponement

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

Provisional Admission Status

The Provisional Admission status (also referred to as “conditional” admission) may be used for various scenarios as a way of allowing students to enter a program, and then meet a certain set of parameters as predetermined with the program, toward full admission into a program. If desired, and in conjunction with the Provost’s Office and Admissions Office, programs determine the requirements and process through which prospective students are provisionally admitted into the program.

Students who are provisionally admitted will have full access to university resources and materials. If the requirements of the provisional admission are not met, the student’s admission and associated privileges will be rescinded, and the student will be unable to continue in the program or courses at the time that decision is made. In such cases, a tuition refund is not guaranteed. The university’s add/drop and tuition refund policies are applied.

For prospective students to be provisionally admitted into a program, the below parameters must be met:

- At the point the provisional admission status is given, the program must have reasonable evidence to indicate that the student can be successful in the program.
- the program and student must both clearly understand the requirements that must be met in order for the student to be fully admitted into the program.
- There must be a clear understanding of when the provisional admission status expires and what occurs if the student does not meet the predetermined requirements by that expiration date.

Examples for which Provisional Admittance may be used include (but not limited to):

1. When a prospective student is expected to complete a prerequisite degree program or prerequisite courses prior to the start of one of the University’s programs but does not have official documentation available at the time of admission.
2. When the review of a prospective student’s application reveals that he/she does not meet all admissions criteria, but there is evidence indicating the prospective student would be successful in the program, for example, due to work experiences. In such a case, the provisional status might remain in effect for a period during which the student demonstrates acceptable performance in the course of study.
3. When a program desires to provide prospective students with a streamlined process for admission into the program which allows them to provisionally admit a student, reserving their seat and giving them access to RMU 101 at an early stage in the process, while the student then continues with the submission of the remaining documents for full admission into the program.

Full Disclosure Requirement

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

Confidentiality

Admissions materials received by the University are kept in strict confidence. Once the application materials are received, these materials are the property of the University and will not be returned to the applicant. All applicant materials are kept for one year following receipt if the applicant does not enroll.

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

Notice of Admissions Acceptance or Denial

All admission decisions are final. The admissions process is competitive. Admission decisions are based on a combination of academic background, professional experience, test scores, state of purpose (essay), and letters of recommendation. If accepted, all applicants will be given a period to consider the offer and then confirm enrollment or decline the admissions offer.

Deferring Admission

Acceptance of the offer is generally not deferred; however, programs are permitted to recommend admission deferrals on a case-by-case basis, generally only for extenuating circumstances. If granted, the deferral is normally for the next cohort start only; the student is expected to have accepted Rocky Mountain University of Health Professions' offer of admission. Accordingly, a student who requests and is approved to defer admission is considered under an obligation to enroll and attend the program the following cohort start.

Where the deferred student fails to satisfy the reason for or conditions of the deferral, the deferral may be withdrawn and the offer of admission may be rescinded, thereby prompting the need to re-apply, if the applicant wishes to be considered for future admission.

Requests for deferral should be made according to normal admission response deadlines.

Immunizations

Incoming and enrolled students are required to meet all immunization requirements, as defined by each program, for admission and through to completion of that program. Students in a withdrawal status may be required to verify current program standards have been met before they are allowed to re-enter the program. In rare circumstances, exceptions to this policy may be approved through the below appeal process.

Appeals for Exception to Immunization Requirements:

Appeals for exceptions to immunization requirements must be submitted prior to admission, for incoming students, or as early as possible when the situation arises for currently enrolled students. In order to request exceptions to this policy, students must submit an appeal request to the Provost. The appeal request must include why the student is, or will be, unable to meet the immunization requirements and how the student plans to complete the program, including clinical rotations, without the program's required immunizations. The Provost may elect to send the appeal to the Academic Appeals Committee for a recommendation. The Provost will issue the final decision on these appeals.

Technology Requirements

For all students starting or later except in the Physician Assistant (PA) program. For PA program technology requirements, go to <https://pahub.rm.edu/Technology>.

Hardware:

- A secure personal computer:
 - PC Users: Windows 10
 - Mac Users: High Sierra (10.13) or higher

If using a Chromebook, a secondary PC or Mac is required

- A reliable, high-speed internet connection with a minimum of 10 mbps download and 2 mbps upload
- Computer headset (headphones and microphone)

Specifications:

- Processor: Intel Core i5 or better
- Memory: 8 GB or more
- Storage: 128 GB Flash Solid-State Drive (256GB or more recommended)
- Display: 13 inches or larger (retina display 12-inch is acceptable)
- WiFi Connectivity: 802.11ac
- Camera: Built-in high resolution (720p or better)

Software:

- Microsoft Office
- Adobe Reader
- An Antivirus product installed and updated regularly

Literacy:

Basic computer and internet skills, to include:

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

For more details, refer to the University Website.

Admissions Policies

Equal Access and Opportunity – Nondiscriminatory Policies

Rocky Mountain University of Health Professions affirms its commitment to fairness and equity, and does not discriminate on the basis of race, ethnicity, color, national origin, citizenship, personal appearance, religion (including no religion) or faith, political affiliation, economic status, disability (including whether physical or mental), age, marital status, sex, sexual orientation, gender identity, gender expression, pregnancy, veteran status, predisposing genetic characteristics, domestic violence victim status, or any other protected category or group under applicable local, state, or federal law, including protection from those opposing discrimination, attempting to prevent retaliation, or participating in any resolution process.

The University is also committed to providing equal access/opportunity in admissions, recruitment, course offerings, facilities, counseling, guidance, advising, and employment and retention of personnel and students. The administration is committed to implementing federal and state laws and regulations governing equal access/opportunity. It further extends its commitment to fulfilling the provisions of Title IX, Section 504 of the Rehabilitation Act, and the American with Disabilities Act (ADA). These non-discriminatory policies and practices are an integral part of the mission of the University, and the Diversity and Disabilities Advisory Committee helps ensure that equal access and opportunity policies are followed.

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

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

The RMU campus has wheelchair access to all areas, including the student lounge, conference rooms, classrooms, laboratories, and main lobbies. Restrooms are equipped for individuals with mobility-challenges.

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

The following person has been designated to handle inquiries regarding non-discrimination policies:

RMU Director of Civil Rights & Accessibility
1800 S Novell Place
Provo, UT 84606
385-375-8798

Inquiries about and reports of harassment, misconduct, or discrimination may also be made to the RMU Discrimination Hotline, at 385-375-8344. Further information on the Office of Civil Rights & Accessibility can also be found on the Civil Rights & Accessibility page of the university website (<https://rm.edu/office-of-civil-rights-and-accessibility/>).

For further federal information on notice of non-discrimination, visit <https://www2.ed.gov/about/offices/list/ocr/index.html> or call 1-800-421-3481 (tel:18004213481).

Academic Accommodations

RMU adheres to all the applicable federal civil rights laws and laws of the state of Utah regarding unlawful discrimination. Accordingly, RMU makes all academic programs and services accessible to and useable by "qualified individuals with disabilities" in the most integrated setting appropriate, unless doing so would either result in a fundamental alteration in the course or program that compromises the integrity of the course or program, or cause an undue financial or administrative burden.

It is the responsibility of a student who meets the definition of a "qualified individual with a disability" to request an appropriate accommodation. Refer to the Academic Accommodations section for full information.

Student Right-to-Know Act

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

Financial Information

Tuition and Fee Invoice

Four weeks prior to the semester start date, a tuition and fee invoice will be emailed to each student. Tuition and fees are payable in U.S. currency and are due ten business days after the semester start date. The tuition due dates for each semester will be listed on the semester invoice, and are also posted on the University's published Academic Calendar (<https://rm.edu/calendar/>). Program tuition and fee totals are located on the University website (<https://rm.edu/tuition/>). These rates may change without notice.

Methods of Payment

Tuition and fee payments may be made online through the secure University website with a debit or credit card (<https://rm.edu/tuition/pay/>). Payments may also be made over the phone, by regular mail, or in person, with a check, credit card, money order or direct bank account debit (eCheck). Tuition can also be paid in monthly installments throughout the semester. This is called a Semester Payment Plan. If the Semester Payment Plan option is selected, the total semester tuition balance must be paid off by the last day of the semester. There is a one-time payment plan setup fee of 1.5% (0.015) of the tuition and fee balance.

Example: Tuition and fee total for the semester is \$4,000 multiplied by 1.5% (0.015) equals a \$60 payment plan setup fee. \$4,000 tuition and fee total plus \$60 payment plan setup fee equals \$4,060. \$4,060 divided by four monthly payments equals a \$1,015 payment per month.

The Semester Payment Plan option must be requested through the Finance Office, and a signed form is required. The payments will be auto deducted using a credit or debit card or direct bank account debit. If a monthly payment is declined, a \$25 fee will apply for each declined payment. A signed payment plan must be received before the tuition due date to avoid a tuition late payment fee.

University Resources Fee

A required institutional fee structure that is calculated based on the number of credits taken by each individual student per semester. The fee is capped at 15 credits. This fee replaced the fixed amount Library & Technology Fee in 2020.

The required fee goes toward the following categories:

- **Facilities and Campus:** Campus maintenance and improvements; exercise facilities; security and safety; and non-business hour utilities and expenses
- **Information Technology Services:** Communications infrastructure; tech support; enterprise software and data management systems; learning management system; cybersecurity; classroom technology; cloud storage and productivity apps; teaching and collaboration tools; innovative technology initiatives; and copiers and scanners
- **Transportation:** Discounted public transportation options
- **Academic Support Services:** Writing Center; Testing Center
- **Student Support Services:** Health and wellness; counseling; and special programs and events
- **Activities:** Student Activities
- **Library and Learning Resources:** Library services; publications; books; journals; databases; instructional media; special collections; and point-of-care clinical reference tools

Late Payment Fees

Tuition payments that are received after the due date, incur a late payment fee of \$100.

Financial Drop Date

If a student has not made a tuition payment or signed a semester payment plan by the Financial Drop Date, as published on the Academic Calendar, they will be dropped from their courses for that term, and the tuition charges will be voided. If the student still wanted to be enrolled, they will be required to pay a \$100 Re-Enrollment Fee to be added back to the courses for that term. The Registrar's Office will not process the re-enrollment request until the semester tuition balance is paid in full.

Exception to Late Payment Fee and Financial Drop

If a VA student has provided a Certificate of Eligibility, it will be honored as a payment voucher to satisfy the due date requirements, and no late fee or financial drop will be processed. The VA student will have no disruption to course participation while the University awaits payment. No alternative 'out-of-pocket' payment method will be required (including loans) even if there is a delay in VA disbursement.

Tuition Refund Policy

A University student has the right to cancel enrollment at the University. They are required to submit a written notice of withdrawal to the University Registrar's Office by submitting the online [Withdrawal Form](#), found on the University website. The student's withdrawal determination date is the date that the student submits/electronically signs the form. The amount of paid tuition and fees refundable is based on the student's withdrawal date. A student is eligible to receive a 100% refund of paid tuition until the Financial Drop deadline. If the withdrawal date is after the Financial Drop deadline, a student is not eligible for a refund of paid tuition. If a student is on a semester payment plan and withdraws from the University after the Financial Drop Date, any remaining tuition balance will be due and payable even though the student is no longer attending. The payments will continue to be withdrawn as outlined in the signed payment plan documents.

Financial Hold

Students who are on Financial Hold may not participate in their academic program. This means that a student on Financial Hold may not physically attend class on-site, access the Learning Management System, progress to the next semester, take a qualifying exam, perform recognized doctoral research, nor graduate until the Financial Hold is resolved with the University Finance Office.

Student Tuition Recovery Fund (STRF) – California Residents Only

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95835, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closures.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To Qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Financial Aid

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

The Financial Aid Office strives to provide the highest quality of service to graduate and professional students in pursuit of their academic goals. They serve as the primary advocate for students and families, assisting them in securing necessary financial resources. Staff of the Financial Aid office utilizes their expert knowledge to update and keep up with the ever-changing technologies, streamline its processes, keep abreast with current regulations, maintain full compliance with Federal mandates, and effectively manages financial aid resources.

The Financial Aid Office strives to help eligible students meet their educationally related financial needs through scholarships, grants, loans or some combination of available financial aid programs.

The Financial Aid Office is committed to providing exemplary service to the University's students, families, the University community, and the community at large. The Financial Aid office is driven by its commitment to be of service.

Principles of Financial Aid

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

1. The purpose of any financial aid program - institutional, governmental, or private - is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance.
2. Each University has an obligation to assist in realizing the national goal of equality of educational opportunity. The University, therefore, works with schools, community groups, and other educational institutions in support of this goal.
3. The University publishes budgets of student's cost of attendance which includes tuition and fees, room and board, commuting expenses, personal expenses, and necessary travel expenses.
4. Students are expected to contribute from their own assets and earnings, including appropriate borrowing against future earnings.
5. The amount of aid offered does not exceed the amount needed to meet the difference between the student's total educational expenses and the family's resources.
6. The amount and type of self-help expected from students is related to the circumstances of the individual. In the assignment of funds to those students designated to receive financial aid, the largest amounts of total grant assistance go to students with the least ability to pay.
7. The University reviews its financial assistance awards on a semester-by-semester basis and adjusts them, if necessary, to reflect changes in the financial needs of students and the expenses of attending the institution. The University has an obligation to inform students of the financial aid reapplication policies required for enrolled students at the time of the initial offer of financial assistance.
8. Because the amount of financial assistance awarded reflects the economic circumstances of students, the University refrains from any public announcement of the amount of aid offered and encourages students and others to respect the confidentiality of this information.
9. All documents, correspondence, and conversations among aid applicants, their families, and financial aid officers are confidential and entitled to the protection ordinarily arising from a counseling relationship.

Purpose of Financial Aid Office Policy and Procedures

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

Policy and Procedure Development Responsibility

The Financial Aid Director is responsible for establishing institutional policy development surrounding the delivery of financial assistance. Policy development adheres to federal and State laws and regulations as well 2019-2020 University Handbook 68 as to the mission of the University. Financial Aid policy is reported to and approved by the EVPF, when appropriate.

Finance Office Operating Policies

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

1. All students must apply at least annually for financial assistance by submitting appropriate application forms to the US Department of Education (ED).
2. All funds available to the University for financial assistance shall be administered through the Financial Aid Office. When funds or awards for students are received from outside sources by other offices, that office will be required to notify the Financial Aid Office.

3. The Finance Office and Financial Aid Office shall maintain adequate records to ensure proper administration of aid funds. This includes ensuring that aid given is not in excess of need and/or the cost of attendance and that aggregate awards do not exceed total expenditures of funds under each program.
4. Selection of students to receive financial aid will be made without regard to age, sex, race, color, religion, sexual orientation, national origin, disability or marital status.
5. The Financial Aid Office and the Finance Office will be reasonably available via phone, email or in person during normal University business hours.

Financial Aid Reference Documents

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

Title IV Financial Aid Programs and Requirements

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

Program Eligibility

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

Administrative Capability

Administrative capability is at the heart of Title IV regulations, encompassing many measures of an institution's Title IV eligibility. It involves virtually every office within an institution, making compliance a campus-wide commitment and responsibility. Therefore, financial aid administration cuts across offices and requires interoffice cooperation.

The University administers the student financial aid programs in accordance with all statutory provisions of or applicable to Title IV of the Higher Education Act (HEA) of 1965. The University adheres to guiding principles, operating policies and standards to ensure timely, compliant, and consistent administration of federal student aid funds. This includes satisfactory check and balance, separation of duties and sound financial management and internal control procedures.

To ensure that the financial student aid funds are properly managed, the administration of financial student aid is delegated to various offices. The Vice President of Finance oversees the overall administration of the financial student aid funds, and specific responsibilities are delineated to the Financial Aid Office, the Finance Office, and the Registrar.

Administration

The Financial Aid Director is responsible for the administration of Federal Student Aid (FSA) programs, grants and scholarships. The Director oversees and manages all efforts related to financial aid and ensuring that the University's fiduciary responsibilities are effectively and efficiently carried out, and that financial aid funds, grants and scholarships are used only for its intended purposes. The Director provides leadership and trains staff and ensures correctness of award decisions and that the decisions follow with federal regulations.

To manage the aid programs effectively, the Financial Aid Office is supported by trained financial aid professionals.

Responsibilities of Institutional Offices

To ensure that funds are properly managed, the administration of aid is delegated to various offices. The staff of the Financial Aid Office is responsible for verifying eligibility, originating eligible federal student aid applications, and approving payment. The Finance Office is notified of the approved payments and is responsible for applying eligible funds timely to the Student's account. The Finance Office also maintains any required reports that show funds were properly administered. Both the Financial Aid Office and the Finance office works in close cooperation with the Registrar who provides vital information relating to financial aid eligibility of new students and continued eligibility of current students.

Separation of Duties

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

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

Security measures are also in place to prevent systems access that would allow both functions to be performed by the same user. Users with access to authorize funds have view only access to the payment section and vice versa.

Record Keeping

The University maintains student records as required under the General Provisions and individual Title IV program regulations.

In accordance with 34 CFR 668.24, the University records and keeps the federal student aid funds separate from all other funds and ensures that they are used for the benefit of eligible students only. The University maintain financial records that reflect current Title IV funds and accounts for the receipts and disbursements in accordance with the generally accepted accounting principles.

The University maintains electronic files of all communications to and from the students, documents relating to eligibility, copy of ISIR, documents of any information collected during the initial or exit counselling, reports and forms needed to verify data, documentation supporting the University's calculation of cost of attendance, and the amount and basis of calculation of student's refunds or overpayments. These records are maintained at the Financial Aid Office.

Required Electronic Processes

The University maintains optimal system configuration requirements as published by the Department of Education (ED). The University also utilizes the Department of Education's telecommunication software programs such as EdConnect and EdExpress. These software programs enable participating institutions to send and receive data through the Student Aid Internet Gateway (SAIG). The University also uses the Department of Education's Common Origination and Disbursement (COD) system, the G5 system, the National Student Loan Data System (NSLDS), and the Information for Financial Aid Professionals (IFAP).

Information Discrepancies

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

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

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

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

The University resolves conflicting information unless

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

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

Reviews and Proceedings

The Department of Education periodically conducts program reviews in addition to the required independent annual compliance audit. The annual compliance audit is arranged by the Institution. State and accrediting agencies may also conduct periodic reviews of the Institution's data.

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

Cohort Default Rates

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

Financial Responsibility, Reporting, and Reconciliation

Annual Audited Financial Statements

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

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

Reporting and Reconciliation

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

National Student Loan Data System (NSLDS) Reporting Enrollment Status

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

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

General Title IV Student Eligibility Requirements

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

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

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

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

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

Federal Aid Programs Offered by Rocky Mountain University of Health Professions

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

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

The William D. Ford Federal Direct Loan Program also called as the Federal Direct Loan Program (FDLP) is a government-backed student loan program that provides low interest loans to postsecondary students. This loan program is issued and managed by the Department of Education (the lender).

The University offers two types of loans: Unsubsidized Loans and Grad PLUS Loans. The total of all aid may not exceed the Cost of Attendance (COA) for the loan period.

Unsubsidized Loans do not require a borrower to have a financial need in order to qualify. However, the student must file the Free Application for Federal Student Aid (FAFSA) in order to apply and the Financial Aid Office will determine eligibility and the amount the student is able to borrow.

Grad PLUS Loans are available to help graduate or professional students pay for educational expenses not covered by the Unsubsidized Loans. The maximum amount that the student can borrow will vary based on their FAFSA information and their program's COA. This type of loan application requires a credit check, therefore, in order to qualify, the student must not have an adverse credit record. If the credit check comes back with adverse information, the student may still qualify, provided they can get a qualified endorser or co-signor.

Students apply for Federal Direct Loans must complete FAFSA, the University Financial Aid Application, and the Master Promissory Note (MPN). All first-time University borrowers must also complete entrance counseling prior to receiving loan funds. All students who have had DL loans disbursed while attending the University must complete exit counseling prior to graduation. Exit counseling must also be completed by those borrowers who terminate attendance by means other than graduation. Both entrance and exit counseling may be completed online.

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

<i>Annual Loan Limits** Unsub Loans</i>	<i>Total (Unsubsidized)</i>	
Graduate and Professional (all years)	\$20,500	
<i>Aggregate Limits for *Sub/Unsub Loans</i>	<i>Subsidized</i>	<i>Total (Subsidized and Unsubsidized)</i>
Graduate and Professional (all years)	\$65,500	\$138,500

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

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

Non-federal Educational Loans

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

- Private Education Loan Application Self-Certification Form
- Information required under section 128(e)(1) of the Truth in Lending Act (TILA) for private education loans

- A notice that:
 - the borrower may qualify for loans or other assistance under the Title IV programs.
 - the terms and conditions of loans under the Title IV programs may be more favorable than those of private education loans.

Additional Student Consumer Information Requirements

Entrance Counseling

The University ensures loan entrance counseling is conducted online before a borrower takes out a loan. Students are able to complete entrance counseling at [FSA Entrance Counseling](#).

The interview includes the following:

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

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

Exit counseling

The University ensures loan exit counseling is conducted online prior to a student's graduation or withdrawal. The students will be notified to complete the exit counseling session provided by Department of Education's National Student Loan Database System

<https://studentloans.gov/myDirectLoan/counselingInstructions.action?counselingType=exit>.

Once the student completes the exit counseling the financial aid office will then finalize the student's Title IV exit process. The interview includes the following:

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

Application and Forms

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

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

Verification, ED Database Matches or Conflicting Information

If selected for a process called verification, if flagged for additional review based on ED Database matches or if otherwise requested by the Finance Office, the student will be required to provide additional documentation to

validate the data provided on the FAFSA or on other University forms. The additional document may include but is not limited to the following:

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

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

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

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

Review of Subsequent ISIR Transactions

All ISIRs received for current and future students will be evaluated. ISIRs are received due to the processing of a FAFSA for new students and for enrolled students for each Award Year. They are also received after the initial application due to corrections made by the student, school staff or ED's servicer. A review of ISIRs received will be done to ensure all data on which aid is being awarded is accurate. A determination must be made regarding whether the new ISIR is the valid/accurate ISIR that should be used for awarding purposes. The University may request additional information and/or withhold future Title IV aid based on the information on a subsequent ISIR.

Professional Judgment

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

Disbursements

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

Title IV financial aid will be delivered to the school by Electronic Funds Transfer (EFT), into the student's account at the University. The Title IV Authorization Form will be retained on account or paid to the student based on the student's pay credit authorization agreement between the student and the University. Funds are disbursed

generally once per term for students in a participating program who are meeting satisfactory progress and who have submitted all required documents for that Award Year.

Return of Title IV Funds

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

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

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

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

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

- Direct Stafford loans
- Grad PLUS loans

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

A University student has the right to cancel his or her enrollment at the University and apply for a refund of paid tuition and program fees by submitting the [Withdrawal Form](#), found on the University Website. The student's withdrawal determination is the date that the student submits/electronically signs the form. The amount of paid tuition and program fees refundable is based on the student's Withdrawal Date. A student is eligible to receive a 100% refund of paid tuition until the Financial Drop deadline. If the withdrawal date is after the Financial Drop deadline, a student is not eligible for a refund of paid tuition.

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

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

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

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

Audits

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

Veteran's Affairs Educational Benefits

Rocky Mountain University (the "Institution") is honored to assist veterans, reservist, active service members and their eligible dependents, in expanding their healthcare expertise by utilizing their VA-administered educational benefits.

The Institution has policy in place that will allow a VA student to enroll in any program offered by the Institution, if the student provides the school with a "Certificate of Eligibility (COE)". The VA interprets COE to be any document provided by the VA that serves as verification of an individual's eligibility to benefits under Chapter 31 or Chapter 33.

The Institution has a dedicated staff in the Financial Aid Office responsible for processing certification for all VA entitlements. To ensure accurate reporting of certifications to the Regional VA Office, the Institution requires students to process all VA applications through the Financial Aid Office.

Operating Policies

Prior Credit Evaluation

The Institution abides by the requirement in Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(C)(4), and performs prior credit evaluation and grant credit as appropriate to a VA student's current program. The evaluation is performed following the Institution's policy on transfer credit evaluations, stating that only graduate level coursework will be accepted for transfer to the current program.

VA Admission & Enrollment

When a student is admitted and enrolled, and disclosed that the student is a veteran, in an active military duty, a survivor, or a dependent of a veteran, Enrollment Management are to immediately notify Financial Aid Services.

The VA Benefits Coordinator reaches out to student either by phone or email, on a one-on-one basis, and discusses the students' military background and circumstances and identify the available educational assistance to which the student may apply and qualify.

Students are guided through the process, what documents are required, where to get the documents, the timelines, and submission deadlines.

Specific guidelines are also available at the Institution's web site <https://rm.edu/financial-aid/va/>

Students must complete the following 3-step process to begin utilizing VA entitlements.

Step 1

The Institution's Scholarship and VA Benefits Coordinator guides the students in the determination of the appropriate educational benefits that will help them to complete their degree program. Below are the available educational benefits:

- **Chapter 30** – Montgomery GI Bill (MGIB) – Active Duty Benefits. This may be used for degree and certificate programs, flight training, apprenticeship or on the job training and correspondence courses.
- **Chapter 31** – Vocational Rehabilitation and Employment Benefits. This program assists Veterans with service-connected disabilities to prepare for, find, and keep a suitable job.
- **Chapter 32** – Post-Vietnam Era Veterans Educational Assistance. This provides education and training opportunities to eligible veterans who contributed to the program while on active duty on a \$2 for \$1 contribution match by the Government.
- **Chapter 33** – Post 9/11 GI Bill and Yellow Ribbons. Post 9/11 GI Bill helps a student to pay for school or cover expenses while training for a job. This is a program for those who served on active duty after

September 10, 2001. The Yellow Ribbon program help students pay for higher out-of-state private school, foreign or graduate tuition and fees that the Post 9/11 GI Bill does not cover.

- **Chapter 35** – Survivors & Dependents Educational Assistance (DEA). This is a program offered to a child or spouse of a Veteran or service member who has died, is captured, or missing, or is permanently disabled due to a service-connected disability.
- **Chapter 1606** – Montgomery GI Bill Selected Reserve (MGB-SR). This program offers up to 36 months of education and training benefits to those who are actively participating in the Selected Reserve components of the Army, Navy, Air Force, Marine Corps or Coast Guard Reserve, Army National Guard, or Air National Guard.
- **Chapter 1607** – Reserve Education Assistance Program (REAP). This benefit provides assistance to member of the reserve components – Selected Reserved and Individual Ready Reserve (IRR) who are called or ordered to active service in response to a war or national emergency, as declared by the President or Congress.

Step 2

The VA Benefits Coordinator assists students with the application process. This is initiated by the following:

- Students are to complete a Rocky Mountain University of Health Professions Veterans Integrity and Responsibility Form.
- The students need to request a Certificate of Eligibility from the VA office. Guidelines are available through the website <https://www.va.gov/education/eligibility/>

Step 3

Submit the VA educational assistance documents to Financial Aid Services. Specific documentation per type of educational assistance is provided through the VA website <https://www.va.gov/education/eligibility/>.

The VA Benefits Coordinator assists students in identifying the requirements, if needed.

VA Reporting & Record Keeping Requirements

The Financial Aid Services' School Certifying Official (SCO) is responsible for the timely reporting of the enrollment status of Veterans and other eligible people.

The SCO Performs:

- The SCO works closely with Admissions and Enrollment staff to identify admission and enrollment of new students who are actively in the military, a veteran, or a survivor or dependent of a veteran.
- Submission of initial enrollment reporting information as soon as possible or within 30 days of the beginning of the term. As necessary, pre-certification of student enrollment may be done before the beginning of the term to prevent gaps in benefits payment.
- The SCO works closely with the Registrar for up-to-date enrollment status and a change in enrollment status, when it happens, if it happens.
- Submission of enrollment changes within 30 days of any change.
- The SCO works closely with the Registrar to monitor student's satisfactory academic progress, and submit reports when a student is dismissed due to non-participation or unsatisfactory performance
- The SCO works closely with the Registrar to monitor student's conduct and report when a student is suspended or dismissed due to misconduct.

Record Keeping

The Institution adheres to the record keeping mandate of the VA and ensures that VA records are maintained up to at least three years following the student's last date of attendance. Records are maintained electronically, and hard copies of documents are kept in a safe place, and ensure that confidentiality is maintained, and the privacy of VA students are protected.

Records of each VA enrollment documents, enrollment records, program curriculum, degree audit and degree completion, financial records and disbursement are maintained in the Student Information System (SIS). Information security measures are in place to protect these records.

Specific for Yellow Ribbon

The Institution commits to a \$20K budget annually for Yellow Ribbon school. This is awarded to students based on an agreed disbursement budget awarded to VA students on a first-come-first-serve basis as students enroll into the Yellow Program. Certification is provided in accordance with the Yellow Ribbon's agreement. The Yellow Ribbon annual budget is dependent on the Institution's annual budget approval; hence, it can change.

The SCO tracks the number of students enrolled under Yellow Ribbon, as well as the annual amount of tuition and fees.

Additional records of each student under the Yellow Ribbon are kept in a safe place, ensuring that the privacy of VA students is protected.

Disbursement of VA Educational Benefits

Eligibility for specific funding is assessed upon receipt of the Certificate of Eligibility. An invoice detailing the student's cost of attendance is generated by the Finance department. These documents are sent to the VA and funding is processed within the 90-day turn-around time pursuant to VA policy.

The VA releases the funding electronically to the Institution. Funding is applied to the students' tuition and related school fees, and credit balances are stipend to the student as soon as possible but no later than the official deadlines outlined by the federal government.

Disbursements are sent electronically. Funds are applied to tuition and school fees, and balance are disbursed through electronic transfer to the student's bank account.

If VA funding benefits are not sufficient to cover the student's entire fees, students may contact the Finance Office for a set of suitable payment arrangements.

Student's bank record information is stored electronically and is duly protected ensuring that student's identifiable information are safeguarded.

VA Audit

The law requires periodic compliance reviews be conducted at educational institutions. This is to ensure that VA payments going to the school and students enrolled at the school are based upon proper and correct enrollment information as furnished to the Veterans Affairs (VA); and to assist school and training officials and students in understanding the requirements of the law in order to prevent deficiencies or violations which could develop because of misunderstanding or misinterpretations of the law.

The University is committed and fully cooperates with the VA compliance review. Action plans as needed are promptly put into place to always ensure compliance with the regulatory requirements.

Note: There are more general and detailed guidelines in the administration of the VA Educational Program. To ensure compliance with the VA federal regulatory requirements, the SCO and the SCO Alternates, refers frequently to the SCO handbook available online at <https://www.benefits.va.gov/benefits/>.