

STUDENT HANDBOOK



COLLEGE OF HEALTH PROFESSIONS

5/2018

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COLLEGE OF HEALTH PROFESSIONS

Chapter 1 – Introduction

Purpose of the Student Handbook

The College of Health Professions (CHP) has published this handbook to inform students of policies, procedures, and services available at Rosalind Franklin University of Medicine and Science (RFUMS). In order to ensure a quality educational experience, both on campus and distance students should become familiar with the contents of this handbook and be able to use it as a resource. If you have questions or concerns regarding any material contained in this handbook, please contact your program's Department Chair or the CHP Vice Dean.

This Student Handbook is intended to be a fair summary of certain matters of interest to students, and every effort has been made to ensure its accuracy. Please note however, that it is not a complete statement of all policies, procedures, rules, programs, and regulations of the College of Health Professions and Rosalind Franklin University of Medicine and Science. The CHP Student Handbook supplements the RFUMS Student Handbook and is to be used in conjunction with the RFUMS catalog, the RFUMS Standards for Student Conduct Policy, and all other University and departmental resources provided for student reference. RFUMS reserves the right to amend these policies as needed. All policies are subject to change at any time with appropriate notification to the student population of RFUMS. This handbook is not intended to be nor should it be construed to be a contract.

Mission of the College of Health Professions

To prepare exceptional healthcare professionals for leadership and evidence-based practice within a collaborative delivery model through student-centered programs that offer cutting-edge curricula.

Vision of the College of Health Professions

The College will be a premier Interprofessional Health Sciences College that advances academic excellence, furthers innovative research, serves with integrity, and respects diversity.

About the College of Health Professions

In the fall of 1970, the College of Health Professions was established as the School of Related Health Sciences and offered its first program in Physical Therapy. Since then it has expanded to include doctoral, masters and certificate offerings in the following areas:

Degree Programs

Biomedical Sciences (MS)
Doctor of Nursing Practice Completion (DNP) (online)
Doctor of Nursing Practice Entry (DNP)
Doctor of Physical Therapy (DPT)
Health Administration (MS) (online)
Health Professions Education (MS) (online)
Interprofessional Healthcare Studies (DSc) (online)
Interprofessional Healthcare Studies (PhD) (online)
Pathologists' Assistant (MS)
Physician Assistant Practice (MS)
Population Health (MS) (online)
Psychology (PhD)
Psychology: Clinical Counseling (MS)
Transition Doctor of Physical Therapy (tDPT) (online)

Online Certificate Programs

Health Administration (Cert)
Health Professions Education (Cert)
Population Health Analytics (Cert)
Population Health Strategies (Cert)

The College of Health Professions bases its degree and certificate programs on two underlying objectives – the education of highly skilled healthcare practitioners and the development of their capacity for leadership roles in their fields. The needs of professionals looking for advancement within their disciplines are met by the College's emphasis on academic and clinical experience related to education and management.

Recognizing that its students have differing needs based on education and experience, each department has designed a curriculum and philosophy to accommodate students on an individual basis. Most of the College's coursework is offered on the campus of RFUMS and additional programs are offered in an online educational format. The distance education programs extend the institution's role and mission each being graduate or doctoral level programs devoted to advancing competencies of health professionals.

Departments

Health Services Administration

The Department of Health Services Administration offers a degree in Health Administration as well as a Health Administration certificate. The department also offers a degree in Population Health as well as Certificates in Population Health Strategies and Population Health Analytics.

Master of Science in Health Administration

The Master of Science Degree Program in Health Administration is an online program that can augment students' education and professionals' experiences with business acumen to

better plan for and respond to changes in the healthcare industry. The curriculum, which includes courses such as strategic planning and leadership, evidence-based management, finance, law, marketing, organizational behavior, and human resources and information management, is designed to equip individuals with the knowledge and skills to integrate best business practices to meet the challenges of a complex healthcare delivery system. The program can be completed on a full-time or part-time basis. Student enrollment occurs each quarter.

The Certificate in Health Administration is a series of online courses geared toward those seeking to advance their knowledge of healthcare administration. All students enrolled in the certificate will take three foundation courses 1) HHCM 521 – Evidence Based Management, 2) HHCM 524 – Organizational Behavior and Human Resources, and 3) HHCM 523 – Current Topics in Healthcare to develop their understanding of the healthcare system and the business processes involved. For the final course, students will choose from one of two courses: 1) HHCM 522 – Healthcare Policy and Delivery Systems; or 2) HHCM 525 – Strategic Planning and Leadership in Healthcare.

Master of Science in Population Health

The Master of Science Degree Program in Population Health is an online program that can augment students' education and professionals' experiences with theoretical and analytical skills to better plan for and respond to changes in the health of populations. The curriculum, which includes courses such as evidence-based management, program planning and evaluation, community health assessment and research methodology, is designed to equip individuals with the knowledge and skills to integrate best analytical practices to meet the challenges of a complex healthcare delivery system. The program can be completed on a full-time or part-time basis. Student enrollment occurs each quarter.

Population Health Strategies Certificate

The Population Health Strategies Certificate is designed to prepare students for employment in the fields of population health, public health, and health and wellness as well as those who work in health-related businesses that want to understand and improve the health and well-being of the population. The certificate will be appropriate for individuals who intend to enhance their skills in their current healthcare career such as healthcare administration and management, medicine, physical therapy, and physician assistant studies. It will also appeal to individuals who are career changers and want to pursue new opportunities in the emerging field of population health. Students must complete four online courses for a total of 13 quarter hours of credit. Required coursework includes the following courses: Essentials of Population Health, Community Health Assessment, Risk and Quality Management in Healthcare and Statistics for Healthcare Professionals.

Population Health Analytics Certificate

The Population Health Analytics Certificate is designed to prepare students for employment in the population health, public health and health and wellness fields as well as those who work in health-related businesses that desire to improve the health and well-being of their clients. This certificate is intended to provide individuals with solid skills in the field of health analytics to critically evaluate healthcare programs and policy interventions using sound

research methodologies, statistical techniques and ethnographic principles. Students will also become competent in using informatics and the epidemiological approach in making strategically focused healthcare recommendations based on research findings. Students must complete four online courses for a total of 13 quarter hours of credit. Required coursework includes the following courses which combined create a solid base for population health analytics: Healthcare Informatics, Public Health Epidemiology, Health Program Planning and Evaluation, and Research Methodology 1.

Interprofessional Healthcare Studies

The Institute of Medicine reports that an interprofessional healthcare model is vital to effective patient care. At RFUMS, interprofessional practice begins with interprofessional education. Our students gain the foundation and skills necessary to remain competitive in the ever-evolving field of health care.

The Interprofessional Healthcare Studies Department is committed to providing proactive and innovative experiences that enable professionals to become collaborative practitioners. Programs in Health Professions Education and Interprofessional Healthcare Studies offer the opportunity to study in an interprofessional environment.

Master of Science/Certificate in Health Professions Education

The Master of Science and Certificate programs in Health Professions Education are distance learning (online) programs designed for self-motivated, experienced healthcare professionals wishing to expand their knowledge and become a leader in educating healthcare professionals. Learning takes place in an interprofessional environment. Coursework for the Master of Science and Certificate is completed online with no on-campus requirement.

Doctor of Science/Doctor of Philosophy in Interprofessional Healthcare Studies

The DSc/PhD programs are opportunities for practitioners in various professions such as physical therapy, occupational therapy, nursing, nutrition, physician assistants, and clinical laboratory sciences to advance their knowledge and skills in collaborative interprofessional education and practice. The Doctor of Philosophy (PhD) program emphasizes integration of interprofessional theory into healthcare practice and education. The Doctor of Science (DSc) program emphasizes gaining simulation-based education skills, giving students the knowledge to teach both clinical and teamwork skills in a controlled environment. Students study fully online with a full-time or part-time cohort of students in a curriculum focusing on creating innovative methods to bridge the healthcare professions and educational programs.

Nurse Anesthesia

Professional Definition

A certified registered nurse anesthetist (CRNA) is an advanced practice nurse with a masters or doctoral degree, and board certification in the specialty of nurse anesthesia. CRNAs provide safe, high-quality, perioperative anesthesia care, significantly improve access to anesthesia care, and are critical to the delivery of cost-effective anesthesia care in the United States. As of 2015, there were approximately 50,000 CRNAs nationwide administering

approximately 65 percent of all anesthetics annually. CRNAs practice in every setting where anesthesia is delivered: traditional hospital surgical suites and obstetrical delivery rooms; critical access hospitals; ambulatory surgical centers; the offices of dentists, podiatrists, ophthalmologists, plastic surgeons, and pain management specialists; the U.S. Military, Public Health Services and Department of Veterans Affairs healthcare facilities.

When a nurse anesthetist administers anesthesia, it is recognized as the practice of nursing; when administered by an anesthesiologist, it is recognized as the practice of medicine. In many rural areas of the U.S. and in combat zones, CRNAs are the primary anesthesia providers. In two thirds of all U.S. rural hospitals, CRNAs are the sole anesthesia providers. As advanced practice nurses, CRNAs practice with a high degree of autonomy, carry a heavy load of responsibility and are compensated accordingly.

Department of Nurse Anesthesia Degree Programs

The Department of Nurse Anesthesia offers two pathways to earn a Doctor of Nursing Practice (DNP) degree. The first pathway is aimed for Registered Nurses seeking education necessary to enter professional practice as a CRNA. The second pathway is aimed for CRNAs seeking knowledge, skills, and abilities in leadership, health policy, outcomes management and healthcare finance. Each of these options is detailed in this handbook.

DNP (Entry-level)

The entry-level DNP program of study requires 160 quarter-credits to complete. Nurse anesthesia students enter this program with a distinguished record of undergraduate scholarship, and on average, three years of critical care nursing experience. These qualifications are requisite to the successful completion of the rigorous nurse anesthesia didactic and clinical curriculum. The first 18 months entail classroom, online, and laboratory study, combined with human patient simulation and preoperative evaluation experiences. An 18-month clinical practicum follows, where students learn to provide anesthesia care for patients of all acuity levels across the lifespan who are undergoing surgical procedures of varying complexity. Upon completion of all program requirements and by recommendation of the Program Director, graduates are eligible to apply to take the National Certification Examination for Nurse Anesthetists.

DNP (Completion-level)

The completion-level DNP program of study requires 51 quarter-credits to complete. Nurse Anesthetists enter this program with a master's degree and current certification in the specialty. The program of study provides CRNAs the opportunity to advance their knowledge, skills, and abilities in leadership, health policy, outcomes management and healthcare finance. The content has been focused through the lens of nurse anesthesia. The degree is designed to be earned online, in 24 months, and on a part-time basis.

Pathologists' Assistant

Pathologists' Assistant Program – A pathologists' assistant is an intensively trained allied health professional who provides anatomic pathology services under the direction and supervision of a pathologist. Pathologists' assistants interact with pathologists in the same

manner that physician assistants carry out their duties under the direction of physicians in surgical and medical practice. Pathologists' assistants contribute to the overall efficiency of the laboratory or pathology practice in a cost-effective manner by performing a variety of tasks, consisting primarily of gross examination of surgical pathology specimens and performance of autopsies.

The Pathologists' Assistant Department offers a 22-month Master of Science degree in Pathologists' Assistant studies, and consists of 12 months of didactic coursework followed by 10 months of clinical rotations, through our nationally known clinical affiliates.

Physical Therapy

The Department of Physical Therapy offers an entry-level Doctor of Physical Therapy (DPT) degree, and a transition Doctor of Physical Therapy (tDPT) degree for practicing physical therapists. The entry-level DPT program is a three-year program designed for the self-motivated student who is skilled in critical thinking and willing to be an active participant in group learning situations. The curriculum prepares the student for the practice of physical therapy. Admission requires a baccalaureate degree and required courses in English, humanities, chemistry, physics, biology, anatomy, physiology and statistics.

The transition Doctor of Physical Therapy (tDPT) degree is a two-year, part-time predominantly online education program designed for the self-motivated, licensed physical therapist wishing to maximize their learning time in a non-traditional environment. The program is intended to augment knowledge, skills and behaviors from the clinician's professional education, to promote clinical practice, to refine professional leadership skills, and to advance scientific inquiry skills commensurate with contemporary and future practice trends.

Physician Assistant

Physician Assistants (PAs) are educated and trained as health professionals who practice medicine as members of a team with their supervising physicians. PAs are utilized in all medical care practices and in all types of health care settings. Upon graduation, passing the national PA certification examination, and becoming licensed to practice in the state, PAs may conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive health care, assist in surgery, and prescribe medications. The Physician Assistant Department offers a two-year entry-level Master of Science degree. Applicants must have a baccalaureate degree as well as prerequisite courses in biochemistry, human anatomy, human physiology, microbiology, and psychology. A minimum of 800 hours of direct patient contact health care experience is strongly recommended for admission.

Pre-Professional Health Sciences (PHS)

The Pre-Professional Health Sciences Department provides students with opportunities that will prepare them for further graduate health profession education and research. The Master of Science in Biomedical Sciences program exists to help students achieve this goal.

Master of Science in Biomedical Sciences (BMS)

The mission of the Master of Science in Biomedical Sciences program is to provide students with opportunities that will prepare them to continue their graduate education in a variety of healthcare professions (including allopathic medicine, osteopathic medicine, podiatric medicine, dentistry, optometry, and physician assistant studies) and research by providing a rigorous background in the biomedical sciences. The program also provides an opportunity for students to earn a certificate in health administration or population health strategies.

This challenging one-year course of study includes graduate-level courses in the basic medical sciences. Students in this unique program have the opportunity to engage with students in other degree programs.

Psychology

The Department of Psychology offers a doctoral degree (PhD) in Psychology and a Master of Science in Psychology: Clinical Counseling degree. Our doctoral program in Clinical Psychology is fully accredited by the American Psychological Association (APA) and is defined by the scientist-practitioner model. “The scientist-practitioner model produces a psychologist who is uniquely educated and trained to generate and integrate scientific and professional knowledge, attitudes, and skills so as to further psychological science, the professional practice of psychology, and human welfare. The graduate of this training model is capable of functioning as an investigator and as a practitioner, and may function as either or both, consistent with the highest standards in psychology. The scientist-practitioner model is ideal for psychologists who utilize scientific methods in the conduct of professional practice” (Belar & Perry, 1992).¹

In keeping with the scientist-practitioner model, we believe that clinical psychologists should be both scientists – knowledgeable in formulating and solving scientific problems – and practitioners – experienced in the use of empirically supported clinical techniques. To this end, the core courses are organized as integrated theory-research-practice units with a problem-solving emphasis.

Within the context of a general clinical psychology program, the Department of Psychology offers focused training in neuropsychology, health psychology, and psychopathology. The training emphasis of the program involves both a biological and a cognitive behavioral approach to the understanding and treatment of abnormal behavior and its relationship to normal behavior. The training tracks prepare students for teaching and research in medical, mental health, and academic settings, as well as for clinical service. Students receive training in a broad range of assessment procedures and intervention approaches with an emphasis on empirically supported interventions. Students gain experience with a range of medical, neurological, psychiatric, and neuropsychiatric populations through clinical and research activities. Our graduates are well-prepared clinicians and researchers, thanks to their solid

¹ Belar, C. D., & Perry, N. W. (1992). National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology. *American Psychologist*, 47, 71-7

grounding in theory, practice, and research. The training ensures the development of broad-based clinical skills and encourages close, cooperative work with other healthcare specialists, such as pediatricians, internists, neurologists, neurosurgeons, geriatricians, and psychiatrists.

The M.S. in Clinical Counseling Psychology is offered alongside our existing, APA accredited Doctoral program in Clinical Psychology. The M.S. in Clinical Counseling Psychology is designed to provide the student with a scientist-practitioner education in psychology in preparation for practice in the mental health field as a licensed professional. The classroom and clinical placements will prepare students to function as a mental health professional skilled in the application of empirically supported treatments. The program can be completed in two years with full-time study. The option to pursue the M.S. in Clinical Counseling Psychology degree on a part-time basis is also available. Students admitted to the M.S. in Psychology Clinical Counseling program can elect to apply to the Research Track. This emphasis within the Clinical Counseling program is designed for the student wishing to enhance their exposure to research and advance their research skills while studying at the University.

Chapter 2 – Grading Expectations & Concerns About Grades or Other Academic Assessments

The awarding of grades and all other academic evaluations rests entirely with the faculty and grade expectations are specific to each program.

If a student has a concern relating to a particular grade or other assessment of his or her academic work, the student first should speak with the instructor of the class to understand how the grade or other evaluation was derived and to address the student's specific concern.

If the concern is not resolved, the student must document the concern in writing to the instructor.

If no resolution of the problem is reached, the student and the instructor of the course must present written documentation to the Department Chair. The Department Chair will have the responsibility for rendering a decision regarding the grade. If at any time the student needs guidance or assistance, they can contact the CHP Director of Student Affairs. If the student is unable to resolve the matter to his/her satisfaction and believes that a procedural issue is involved, the student should bring the matter to the attention of the Dean of the College of Health Professions who will render a final decision.

Chapter 3 – Academic Promotion & Dismissal

Academic Promotion Expectation

The standards for promotion and progression are determined by the individual departments.

Attendance

It is the student's responsibility to attend classes and if applicable, participate in online,

teleconference and clinical affiliation experiences. Each Department, Program or faculty member has the right to establish regulations regarding attendance which may seem best suited to particular courses.

Academic Expectations

The College of Health Professions expects students to pursue studies in a manner which will prepare them for excellence in their chosen health profession.

Standards for Promotion

Each department or program may set standards for promotion and progression. Students not meeting such standards will be notified by the department.

Academic Probation

Academic probation is determined by each department within the College of Health Professions.

Withdrawal Policy

Student may withdraw from a class, a degree program, and/or from the university. Consult your academic advisor and refer to the Registrar's website for specific current policy.

Student Advocacy

Within the student-centered environment in the College of Health Professions, the student advocate role has been identified as a support person for students who have been self-referred or referred by a faculty or staff member. The Vice Dean for the College of Health Professions or its designee has been named as the advocate for students in any program or department in the College who are identified as being in academic jeopardy or who has been notified that they are subject to any hearing for academic or conduct violation. The advocate will review University, College and Program or Department policies and procedures and assist the student in preparation for a hearing or development of a plan for future academic success.

Dismissal for Academic Reasons

A student is subject to Dismissal for the following reasons:

- Post-baccalaureate students who receive an "F" in a course.
- PhD students who receive one "C" or one "F" in any course. (Please see individual Department Handbooks for details.)
- Departments may set alternative standards to be stated in their program or department handbook or policies and procedures manual.

Dismissal Procedure

If any of the above situations arise, the student will receive notification from the Department

Chair informing the student of the reasons for possible dismissal. Unless the student voluntarily withdraws from the program, the Department Chair will take the matter to the departmental faculty. The faculty of the department will hold a hearing to review the evidence and make a decision concerning dismissal. The student will receive notification from the Department Chair of the time and date of the department hearing.

The student shall submit a written statement of his/her position prior to the hearing. The student has the right to present information to the faculty at the hearing. The student will be encouraged to meet with a student advocate for assistance with the preparation of their presentation to the faculty. The student may request that the student advocate attend the student's presentation, but neither student nor advocate may attend the faculty deliberations. The student advocate is the CHP Vice Dean or its designee.

The student may continue to register and attend didactic classes until a decision regarding dismissal is rendered by the faculty of the department. Every effort will be made to conclude the process in a timely manner, preferably within 10 business days of notification.

The department faculty will concern itself with two issues: (1) how the student was treated, and (2) circumstances (including extenuating circumstances) relating to the poor academic performance. Should the faculty find that (1) the student was treated fairly and (2) the circumstances (including extenuating circumstances) relating to poor academic performance would justify and support a decision of dismissal, then the student may be dismissed. The Department Chair will impart the decision to the Dean of CHP, the student and the student advocate.

Sanctions for Professional, Ethical & Academic Integrity Standards Violations

A student is subject to sanctions that could include up to discipline or dismissal for violation of:

- Professional Standards
- Ethical Standards
- Academic Integrity Standards

The College of Health Professions will work with the Associate Vice President of Student Affairs to investigate allegations regarding breaches of student integrity. Please consult the RFUMS Student Handbook for specific standards and program handbook or policy and procedures.

Appeal of Dismissal

The student shall retain the right to appeal a decision of dismissal for academic, professional, ethical, and academic integrity standards, in writing, to the Dean within 10 business days of notification. Upon receipt of such request, the Dean will refer the issue to the Professional Affairs Committee (PAC), a standing committee of CHP.

Professional Affairs Committee (PAC)

The standing PAC will consist of a pool of at least eight fully ranked faculty members, with all CHP departments being represented. A chair of the PAC will be appointed by the Dean on a yearly basis. The PAC Chair will appoint a Hearing Committee consisting of an odd number of members that will convene in a particular instance to investigate and hear a student appeal. The PAC Chair will designate a chair of the Hearing Committee.

A Hearing Committee will be composed of a minimum of three fully ranked faculty members representing different departments within the College. No members of the Hearing Committee will be from the department in which the student is enrolled. The student advocate and the Department Chair shall be notified of the referral to the PAC, as well as the time and date of the hearing.

Professional Affairs Committee Procedure

The Hearing Committee will hear the student appeal presented by the student or the student advocate. The student will be encouraged to meet with a student advocate for assistance with the preparation of their presentation to the Hearing Committee. The student and/or the student advocate will attend the presentation to the Hearing Committee, but neither student nor advocate may attend the Hearing Committee deliberations. The student advocate will be the CHP Vice Dean or its designee.

The Hearing Committee will concern itself with whether the student received due process as outlined in the CHP Handbook, Chapter 3. Should the Hearing Committee find that due process was upheld; a recommendation to uphold the decision of dismissal will be made to the Dean.

Should the student elect to appeal the department decision of dismissal, the student may be permitted to continue to attend didactic classes until a decision is rendered by the Dean pursuant to the Hearing Committee recommendation.

The Hearing Committee shall make its recommendation directly to the Dean and copy its recommendation to the PAC Chair. The decision regarding dismissal is the prerogative of the Dean. The Dean's decision shall be final and shall be transmitted to the student with notice to the Department Chair, student advocate, PAC Chair and the CHP Vice Dean.

Chapter 4 – Student Policies

Student Employment Policy

Please refer to the University [Student Handbook](#) for the Student Employment Policy.

Work Study Employment

Rosalind Franklin University supports a Work-Study program to assist qualified students to pay for educational expenses. For additional information, please refer to the [Student Financial Aid Handbook](#).

Chapter 5 – Honors And Awards

A student who achieves high levels of scholarship is fulfilling with distinction one of the primary objectives of the College. The college may recognize this achievement in the following ways:

College of Health Professions

Dean’s Award for Scholarship

The Dean’s Award will be given to graduating students with the highest cumulative grade point average. One or more candidate (if applicable) from each eligible department will be selected annually.

Dean’s Award for Research

The Dean’s Award for Research is presented to an advanced graduate student for outstanding achievement in research.

Israel Light Leadership Award

This award will be decided upon by the Dean based upon nominations from students and faculty from each department in the College of Health Professions for students that demonstrate outstanding leadership.

Clinical Education Award

This award is presented to one graduating student in each clinical program for outstanding performance during the clinical training phase.

Health Administration

Health Administration Program Outstanding Student Award

Presented to one graduating Health Administration student with the highest grade point average and who demonstrates exceptional leadership and professionalism through participation and leadership roles in student organizations and community outreach.

Health Administration Program Outstanding Dual Degree Student Award

This award is presented to one graduating Health Administration student with the highest grade point average who is also graduating from another RFUMS professional program and demonstrates exceptional leadership and professionalism.

Upsilon Phi Delta Honor Society

This is a national academic honor society for students in healthcare administration. Rosalind Franklin University chapter graduate students must display leadership, maintain a GPA of 3.6

or higher and be enrolled in or have successfully completed their capstone Portfolio course to be eligible for induction.

Interprofessional Healthcare Studies

Interprofessional Excellence in Leadership

The Excellence in Interprofessional Health Care Award recognizes Rosalind Franklin University of Medicine and Science students at graduation who have demonstrated outstanding achievement in leadership in Interprofessionalism.

Nurse Anesthesia

Agatha Hodgins Award for Outstanding Accomplishment

This award is presented to the nurse anesthesia graduate who has demonstrated dedication to excellence and outstanding achievement in both academics and clinical practice.

Alice Magaw Award for Outstanding Clinical Practice

This award is presented to the nurse anesthesia graduate who has demonstrated outstanding achievement in clinical practice.

Sister Mary Bernard Award for Outstanding Focused Clinical Achievement

This award is presented to the graduating student who has demonstrated outstanding achievement in a focused area of clinical practice.

Ira P. Gunn Award for Professional Advocacy

This award is presented to the nurse anesthesia graduate who, through leadership and/or personal effort, has made a significant contribution to the preservation and advancement of the nurse anesthesia profession through legislative, legal, and/or regulatory efforts.

John F. Garde Award for Leadership

This award is presented to the graduate who has demonstrated outstanding leadership.

Pathologists' Assistant

Pathologists' Assistant Leadership Award

The recipient will be decided upon by the Chair of the Pathologists' Assistant Department. The award will be presented to a first year Pathologists' Assistant student who demonstrates leadership qualities within the department, university, professional organization, and/or community.

Physical Therapy

Department of Physical Therapy Transition Doctor of Physical Therapy Award for Excellence and Leadership

Presented to one graduating student for outstanding performance in the transition Professional Doctor of Physical Therapy program.

Virginia Daniel Physical Therapy Scholarship

A monetary award presented to two students in the Physical Therapy program, based upon scholarship, university service and financial need.

Jon and Janet Vanik Benevolence Award

This award has been established in memory of Jon and Janet Vanik to honor a graduating Physical Therapy student who has demonstrated the qualities of professionalism, perseverance and humanism. This student must be particularly well known for their respect and considerate nature when addressing peers, colleagues, and superiors both in the professional and community environment.

Kari Anne Gustafson Memorial Award

This award has been established in memory of Kari Anne Gustafson to honor a second year entry level DPT student who is “living the dream.” This student must demonstrate the characteristics of a true desire to become an excellent physical therapist, a positive attitude at all times, and maintain a balanced professional and personal life.

Department of Physical Therapy Diversity Scholarship

Awarded to recognize an individual student who has been accepted into the Doctor of Physical Therapy Program. With this scholarship award, the Department of Physical Therapy acknowledges the student’s pre-admission efforts and experiences with culturally diverse activities which are indicative of a great potential to promote awareness and understanding of cultural diversity within the Rosalind Franklin University community.

The Michael E. Kordecki Physical Therapy Excellence in Anatomy Award

This award is presented to a third year DPT student who has demonstrated outstanding knowledge, skill, and attitude in anatomical study.

Physician Assistant

Lee Ann Myers Memorial Award

This award has been established to honor a graduating PA student who has chosen the PA Profession as a second career. Students who are able to leave behind the comfort of a successful job and take up the stress and uncertainty of full-time medical education bring a

special personality to the profession. When these students are able to excel and become role models for younger students, they deserve special recognition.

Tara Pullara Memorial Award

This award has been established to honor a graduating PA student who shows exceptional ability as a compassionate patient care provider. Tara was a 2009 graduate of the Physician Assistant Program whose inspiring battle with cancer ended just prior to commencement. Her family and friends established this award in her name to recognize students who have the gifts of putting patients at ease, developing caring relationships, and advocating for the patient as a whole person. Just as Tara did, these students elevate the human dignity of patients and demonstrate the best of our profession.

Pi Alpha Honor Society

The Pi Alpha Honor Society sponsored by the Physician Assistant Education Association recognizes significant academic achievement, leadership, research, service and a high standard of character and conduct among physician assistant students, graduates, and faculty.

Pre-Professional Health Sciences

Biomedical Sciences Program Outstanding Student Award

This award may be presented to two graduating students in the Biomedical Sciences program for demonstration of exceptional academic performance, leadership and/or professionalism.

Psychology

Christine Louro Award

This award, established in memory of Christine Louro, a student in the Department of Psychology, is presented to a student who demonstrates combined dedication and competence in both the science and practice of psychology, as revealed in excellence in clinical settings and outstanding research productivity. It will generally be given to a student who has extensive practice experience and has been accepted to an internship, or is currently completing a predoctoral internship. Preference will be given to students whose work reflects a true integration of clinical work and research.

Excellence in Research by Doctoral Student

This award is given to a doctoral student who demonstrates excellence in research beyond required activities and shows the greatest promise in research.

Excellence in Research by Master of Science Student

This award is given to a Master of Science student who demonstrates excellence in research beyond required activities and shows the greatest promise in research.

Kriszta Szabo Award

This award, established in memory of Kriszta Szabo, a student in the Department of Psychology, is given to a psychology student who through their work and efforts (e.g., research, clinical and/or community service) makes a contribution to issues of cultural diversity and sensitivity.

Chapter 6 – Graduation

Please refer to the [RFUMS Catalog](#) for graduation requirements.

Commencement information can be found under the [Division of Student Affairs and Inclusion](#) webpage on InSite.

Chapter 7 – Student Services

College of Health Professions Student Affairs

The Vice Dean in the College of Health Professions provides planning, leadership, direction and review of student development for the variety of professional training programs housed in the College of Health Professions. The role of student affairs is to support, complement and enhance the University's mission by providing students with programs, activities and assistance that contribute to their personal, academic and professional development and well-being. The Vice Dean has a direct reporting relationship to the Dean of the College and works closely with individual CHP Programs/Departments and the Division of Student Affairs at the University to provide services which are student-centered, inclusive and innovative for all students in the College.

Division of Student Affairs and Inclusion

The Division of Student Affairs and Inclusion promotes, develops and sustains a diverse and inclusive culture where students, faculty, and staff engage in partnerships that enhance the personal, professional and academic success of the university community. The Division is comprised of the offices for academic support, diversity and inclusion, student housing, student life and service learning and civic engagement. For a complete list of the division services and contact information please visit the [Division of Student Affairs and Inclusion](#) website or contact (847) 578-8354.

Chapter 8 – Campus Resources for Students

Campus resources, including campus facilities and technology support are designed to provide optimal access and support to both our on campus students and all students enrolled in online programs. All students enrolled at the University, both on campus and online, have full access to the resources of the Boxer Library and Educational Technology, as well as full access to all facility services as outlined in in the RFUMS Student Handbook.

Boxer Library

The Boxer Library at RFUMS is a state-of-the-art research library for the health science professions, providing access to many of the world's leading biomedical journals, textbooks, eBooks, and major medical information databases. The approximately 32,000 square foot 24-hour facility features collaborative group and quiet study learning environments with USB-ready monitors for laptops, a presentation practice room with audio and video recording capabilities, mobile tables, small and large mobile dry erase boards, copiers, scanners, Wi-Fi, computers, and more.

For more information please consult the [Boxer Library](#) website or contact the librarians at eresources@rosalindfranklin.edu or (847) 578-8808. Professional library staff is available seventy hours per week: Monday through Friday 8:00 AM to 10:00 PM. Student library aides provide assistance on weekends from 12:00 PM to 5:00 PM.

Information Technology Services (ITS)

Information Technology Services (ITS) provides technical support for students in the use of software applications focused on the educational goals of the university, as well as email, wireless networking, and general computer assistance. Supported academic and student-related applications include:

- Brightspace by D2L
- ExamSoft
- G Suite for Education (email, calendar, document creation/sharing, file storage, etc.)
- InSite
- WebAdvisor/Self Service (grades, transcripts, financial aid info, emergency contacts, etc.)
- Virtru (email encryption tool)
- Respondus LockDown Browser
- Camtasia
- TurningPoint Clickers

If you have questions or need help with technical issues, please contact the ITS Help Desk (24/7) by phone at (847) 578-8800 or by email at helpdesk@rosalindfranklin.edu. Additional support information is available on the [ITS InSite page](#).

Chapter 9 – Student Leadership

Student Council

[Student Council](#) serves as the governing body representing all students on the RFUMS campus. Student Council exists to advocate for the needs of students, promote unity if applicable between the five colleges of RFUMS, and serve as a means to organize and run student events.

Each year, an Executive Student Council is elected to govern Student Council for the

academic year, comprising a president, vice president, parliamentarian, secretary, treasurer, and technology officer. Elections are held during spring quarter.

Student Council governs the 80 registered Student Organizations at RFUMS as well as each Class Council. Student Organizations and Class Councils exist to network students professionally, socially, and academically on campus. Please visit their webpage for a full listing of student organizations on campus.

The Office of Student Life provides support to all of our student organizations and leadership opportunities. Each August, a student activities fair highlights all the different student organizations and activities which showcases the mission, values, and events each organization engages in. For additional information, please refer to the RFUMS Student Handbook or contact the Office of Student Life at (847) 578-8354.

Chapter 10 –Policies & Information Located in Other University Resources

Additional information regarding the below-noted items can be found in a variety of university resources including the: RFUMS Catalog, RFUMS Student Handbook, Registrar's Office, Office of Student Financial Services and Division of Student Affairs and Inclusion.

- Equal Opportunity Statement (Non-discrimination Policy)
- Diversity and Inclusion
- Disability
- Registration Policy
- Tuition and Fees
- Auditing a Class
- General Grading System
- Transfer Credit
- Advanced Standing
- Refunds
- Leave of Absence