WELCOME

Welcome to the University of South Dakota School of Health Sciences. This Handbook provides the resources that will enable you to be an informed and active participant in your education, and help to ensure your ability to complete the Post Professional Occupational Therapy Doctorate program of study within an appropriate timeframe. This handbook is intended to supplement the University Graduate Catalog, and policies, rules, and regulations available from the Graduate School and South Dakota Board of Regents.

All students are responsible for understanding and adhering to the contents of the most current Post Professional Occupational Therapy Doctorate Student Manual. Students are expected to read this Handbook carefully and adhere to its policies and the various deadlines publicized by the Program, School of Health Sciences, Graduate School, and University. It is important to remember that the attitudes and actions of students in the program are a direct reflection on the program, the university, and health- and human-service related professions. Consequently, we expect students to act in a professional manner at all times.

Handbook Acknowledgment Agreement
Students are asked to sign the Handbook Acknowledgment Agreement indicating their understanding and willingness to abide by the policies contained in the Handbook. Please sign and return the acknowledgement form to the Assistant Admissions Officer by the date specified on the form or in email instruction.
HANDBOOK ACKNOWLEDGMENT

I have received and read my copy of the University of South Dakota Post Professional Occupational Therapy Doctorate Student Handbook. I understand that the policies and rules described in it are subject to change at any time.

I understand that I am expected to keep this handbook, become familiar with its contents, and follow the policies and procedures included or referenced within the most current Handbook.

I understand that I may withdraw from the program at any time by submitting a request in writing to the program director and completing the Application for Complete Withdrawal from the University, available on the registrar’s website.

I understand that I may be dismissed from the program because of any infraction of any established policy, to include professional behavior/conduct, academic honesty issues, and failure to achieve minimum academic performance requirements.

I have received contact information for the Office of Disability Services. I understand that I must initiate the registration process with Disability Services in order to receive consideration regarding accommodations.

I further understand that my signature below indicates that:
   a. I have received a copy of this Post Professional OTD Student Handbook
   b. I understand the above statements
   c. I have read the material contained within the Post Professional OTD Student Handbook
   d. I agree to abide by the policies of the program, department, school, and university

Name: ________________________________________________________________
(Please Print)

Signature: __________________________________________________________

Date: ______________________

Please return this signed form to Rita Humphrey, Occupational Therapy Program Office, at Rita.Humphrey@usd.edu and also submit to the D2L dropbox.

Thank you.
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SECTION 1: PROGRAM OVERVIEW

1.1 Important Information

- Check your USD email regularly. It is imperative that students understand that the University assigned e-mail address and myUSD Portal announcements shall be the official means of communication. Use only University delegated email accounts when communicating with faculty and staff. A student’s failure to receive and read University communications in a timely manner does not absolve that student from knowing and complying with the content of such communications. Should students elect to redirect (auto-forward) e-mail sent to their University e-mail to another address, they do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from the responsibilities associated with communications sent to their official University.

- You will be required to complete and submit a Post Professional Occupational Therapy Doctorate Student Program of Study Form at the beginning of your second semester. Important information included on the form includes:
  - Required and Elective courses completed, with credit number and final grade
  - Projected elective course registration for upcoming semester
  - Up to date contact information (address, phone, secondary email)

- Graduate education is under the auspices of the Graduate School. The Graduate Catalog (http://catalog.usd.edu/) and Graduate School (http://www.usd.edu/graduate-school/student-resources) contain the rules and regulations applicable to your matriculation and graduation from the University of South Dakota. It is the student’s responsibility to maintain compliance with the rules and regulations of the Graduate School.

- Furthermore, the USD Online Student Handbook (http://www.usd.edu/-/media/files/USD-online/online-orientation-guide.ashx), USD Online (http://www.usd.edu/usd-online) website and SD Board of Regents (https://www.sdbor.edu/policy/Pages/Policy-Manual.aspx) each contain information applicable to students engaged in online learning at USD.

- Are you prepared for online education? The Post Professional Occupational Therapy Doctorate online curriculum is designed to provide a high-quality doctoral education with the convenience of anytime/anywhere learning to students all across the globe. Coursework is intended to as closely represent the face-to-face experience as the technology and modality allows, while doing so in an asynchronous, yet structured manner. The Online Learning Readiness Check is a guide that may help you determine if you are ready for online learning.
  https://www.psychdata.com/s.asp?SID=146780&source=web

1.2 Background

The US Department of Labor, Bureau of Labor Statistics projects a 17% increase in the need for postsecondary educators in health and human service professions between 2010 and 2020 (http://www.bls.gov/ooh/Education-Training-and-Library/Postsecondary-teachers.htm#tab-6). One of the challenges to meeting this shortage is that most professionals are not prepared at the doctoral level. Approximately 1200 faculty teaching in health-science related programs at public and private colleges and universities in the region (SD, MN, NE, IA, and ND) do not hold a doctoral degree. Many health care practitioners enter academia after years of clinical experience without holding a
terminal degree. In addition, terminal degree expectations and accreditation standards have shifted in recent years, requiring an advanced practice or research doctorate.

1.3 Introduction

The Post Professional Occupational Therapy Doctorate degree is a professional degree program designed to prepare practicing occupational therapy practitioners to assume leadership roles in academia, research, and/or clinical practice settings. Designed for working professionals, features of the program include:

- Minimum of 31 credits beyond the master’s degree;
- Core curriculum comprised of: health promotion, leadership, advanced practice, and scholarship;
- Ability to tailor learning to meet individual career aspirations and research interests through elective coursework, projects completed within courses, and the capstone;
- Online course delivery with limited expectations for face-to-face contact. Resident experiences include an initial orientation and defense of the dissertation;
- The program will meet the state and national shortage of doctorally-prepared faculty and leaders in occupational therapy, preparing graduates as qualified teachers, program managers, and administrators in health and human services. The advanced skills of program graduates will prepare them to address complex problems in health and human service provision and to contribute to evidence-based practice and research.

The total number of credits required is 31. Up to 6 elective credits from a previous professional doctorate course may be transferred in from regionally-accredited institutions, all subject to advisor and grad committee approval. None of these credits can be P/F, all transferred credits must be B or above, and they cannot be more than 7 years old from time of graduation with the OTD. Credits must be earned in doctoral level courses.

The online delivery of the program, with limited residency requirements, makes the program highly accessible to non-traditional working professionals.

1.4 Organizational Structure

The Post Professional Occupational Therapy Doctorate Program is an Academic Department within the School of Health Sciences and the Graduate School of The University of South Dakota.

The University of South Dakota

The University of South Dakota was authorized by the first territorial legislature in 1862. The University is managed by the State of South Dakota and is supported by appropriations from the state government, student tuition and fees, research grants, gifts from alumni and friends, and federal assistance.

The University is divided into the following colleges and schools: Graduate School, College of Arts & Sciences, School of Business, College of Fine Arts, School of Education, School of Law, School of Medicine, and School of Health Sciences.

Health Affairs

Health Affairs includes the Sanford School of Medicine and the School of Health Sciences. Dr. Mary Nettleman is Vice-President of Health Affairs and Dean of the School of Medicine.
The School of Health Sciences
There are eleven academic departments within the School of Health Sciences, including Addiction Studies, Dental Hygiene, Nursing, Master of Public Health, Medical Laboratory Science, Occupational Therapy, Physical Therapy, Physician Assistant Studies, Social Work, the Health Sciences Undergraduate Major, and the Post Professional Occupational Therapy Doctorate. In addition to entry-level degrees at the baccalaureate, master’s or professional doctorate in these fields, the school also offers three post-professional doctoral degrees – the post-professional Occupational Therapy Doctorate, the transitional Doctorate in Physical Therapy and the Post Professional Occupational Therapy Doctorate. Dr. Michael Lawler is Dean of the School of Health Sciences.

The Graduate School
The Graduate School of The University of South Dakota awards the Post Professional Occupational Therapy Doctorate. Students admitted to the program must meet and maintain criteria established by the Post Professional Occupational Therapy Program Steering Committee and the Graduate School for successful completion of the degree requirements.

Within the standards and guidelines established by the graduate school, the responsibility for the development and implementation of the individual graduate programs resides with the graduate faculty of the individual academic disciplines. A student admitted to the graduate school is expected to demonstrate intellectual maturity and independence in the pursuit of advance knowledge. Devotion to the exacting demands of advanced learning while utilizing a variety of intellectual skills is expected of the graduate student. A graduate degree does not represent a mere accumulation of hours and credits in specific competencies within a major field. The student will be judged at all stages on the above grounds, and regardless of grades in courses, may be dropped from the graduate program if progress, behavior, or attitudes are found to be unsatisfactory. Students are encouraged to review the Graduate School catalog carefully, specifically the policies related to academic performance. The University of South Dakota is accredited by the North Central Association of Colleges and Secondary Schools.

1.5 Governance Structure of the Post Professional Occupational Therapy Program

1.5.1 Post Professional Occupational Therapy Program Director
The Post Professional Occupational Therapy Program Director serves as the primary point of contact of this program. In addition to coordinating all administrative support for the program, the Program Director is responsible for programmatic oversight.

1.5.2 Post Professional Occupational Therapy Program Steering & Curriculum Committee
The Steering & Curriculum Committee will be comprised of the Post Professional Occupational Therapy Program Director and faculty teaching in the program. The Steering & Curriculum Committee will oversee the admission criteria and procedures, the core curriculum and elective offerings, and approval of transfer credits. This committee will ensure that decisions support the mission and strategic goals of the program. The committee will be responsible for drafting any new or revised curricular requests and presenting them to the department chair for review and approval.

1.5.3 Post Professional Occupational Therapy Admissions Committee
The Admissions Committee will meet at least quarterly with additional meetings as necessary, especially during the admission review cycle. The Admissions Committee will be responsible for developing and/or revising admission criteria and procedures and presenting them to the department chair for review and approval.
1.6 Mission of the Post Professional Occupational Therapy Doctorate Program

Mission:
The mission of the Department of Occupational Therapy, USD School of Health Sciences is to prepare occupational therapists who value: (1) the use of meaningful occupation to influence health; (2) the unique attributes of the clients they serve; (3) critically using and creating evidence which supports their practice and contributes to the advancement of the profession and society; and (4) innovative services for diverse communities and cultures.

Vision:
The Department of Occupational Therapy at the University of South Dakota shall be renowned for the preparation of occupational therapists with exceptional expertise in interprofessional practice and healthcare leadership; faculty with significant scholarship; and a contemporary teaching and learning environment.

1.7 Student Learning Objectives and Competencies

Upon completion of the Post Professional Occupational Therapy Program graduates will be prepared to:

1. Critically synthesize and integrate knowledge from occupational science and occupational therapy literature
2. Conduct scholarly and clinical work that contributes to the generation and dissemination of new knowledge relevant to healthcare and interprofessional education.
3. Serve as experts within an area of inquiry important to healthcare.
4. Provide leadership in education, research, health care, and health policy.
5. Apply and contribute to current evidence and theory in occupational therapy practice.
6. Integrate basic principles of ethics and inclusivity within all professional activities.

1.8 Student Accountability

Before a degree is granted, the student must meet all the requirements of the Post Professional Occupational Therapy Program and the Graduate School. Students should note that graduate studies represent advanced knowledge and work in an occupational therapy practice area and should be more than a compilation of course work. Students are responsible for conforming to all published academic policies and degree requirements. They are likewise responsible for the regulations concerning the degree they plan to obtain and any special requirements within the program or academic unit. In addition, it is the student's responsibility to conform to University policies regarding the standard of work necessary to maintain enrollment in the Graduate School.

The University makes every effort to provide accurate advising information. However, it is the student's responsibility to make certain that he/she has fulfilled all graduation requirements.

Graduate students are expected to maintain at least a 3.0 (“B”) cumulative grade point average for all courses in the graduate plan of study. Students who encounter academic difficulty will be warned by the OT program l and may be discontinued from their degree program or from the University when academic standards are not maintained.
SECTION 2: PROGRAM ADMISSIONS

2.1 Admission Criteria

2.1.1 Full Standing

- The program may admit students on conditional or provisional status per university policy.
- Complete the graduate school application along with the $35 application fee.
- Possess a current U.S. license to practice occupational therapy
- Hold a Master’s degree in Occupational Therapy (M.S., M.A., M.A.O.T., M.S.O.T, M.O.T.)
- Successful completion of criminal background check upon acceptance.
- A professional summary statement (no more than 1000 words) outlining professional goals and objectives, your areas of interest in pursuing your degree, your plan to utilize your degree, and your potential as a leader and change agent in the field of occupational therapy.
- Resume/CV, which includes work history, continuing education since graduation, professional memberships, service activities, awards, received, leadership positions, and publications/presentations.
- 2 letters of recommendation.
- Copy of current Occupational Therapy license.

Those students who meet all of the admission requirements and who submit their application along with all required materials (including transcripts, LORs, personal statements etc.) by April 1st deadline, will be reviewed by the admissions committee.
SECTION 3: DEGREE REQUIREMENTS

3.1 Post Professional Occupational Therapy Doctorate Curriculum

Post-Professional OTD Curriculum

Year One - Fall (6 credit hours)
- OCTH 760 - LEADERSHIP IN HEALTH CARE 3 credit hours
- OCTH 722 - EVALUATING THEORIES & MODELS OF PRACTICE IN OT 2 credit hours
- OCTH 783 - APPLYING EVIDENCE-BASED OT PRACTICE IN OT 1 credit hour

Year One - Spring (6 credit hours required)
- OCTH 733 - PROMOTION OF HEALTH AND PREVENTION OF DISABILITY 3 credit hours
- OCTH 782- ADVANCED RESEARCH METHODS 2 credit hours
- OCTH 800 - CAPSTONE PROPOSAL 1 credit hour

Year One - Summer (6 credit hours)
- Advisor Approved Electives 6 credit hours (Options include but are not limited to OCTH 761, OCTH 759, and OCTH 791, OCTH 792)

Year Two - Fall (7 credit hours)
- OCTH 770 - THE HEALTHCARE PROFESSIONAL AS ACADEMIC AND CLINICAL EDUCATOR 3 credit hours
- OCTH 801 - CAPSTONE EXPERIENCE 4 credit hours

Year Two - Spring (6 credit hours required)
- OCTH 801 - CAPSTONE EXPERIENCE 4 credit hours
- OCTH 802 - CAPSTONE PROJECT 2 credit hours required

Note:
The student should select electives that will advance the goals identified in his or her statement of purpose. Electives must be approved by the ppOTD Program Director and, when applicable, the instructor of record. Course offerings may be found at http://www.usd.edu/USD-online/courses.

Always refer to the USD Graduate Catalog and Web Advisor to verify course offerings.
3.2 Orientation to the Program

The fall on-campus Orientation is one of two required visits to campus during the program. The 2-day Orientation will provide newly matriculated students with essential advice from faculty and staff from the ppOTD Program, and information about important university services. Students will meet one-on-one with their advisor to discuss capstone ideas and spend time with fellow students.

3.3 Transfer Credits

Students may request to apply up to 6 credits of prior doctoral work completed at USD or at a regionally accredited institution other than USD IF those credits are relevant and appropriate for the Post Professional Occupational Therapy Doctorate Program of Study.

In addition to considering the appropriateness of the transfer request to a student’s program of study, transfer credits must meet the following criteria (per University policy – see USD Graduate Catalog):

- be from a regionally accredited institution of higher education at the graduate level;
- taken fewer than seven years prior to conferment of the USD Graduate Degree;
- grades earned must be “B” or 3.0 or better;
- All credits completed prior to matriculation are considered transferred credits (includes USD credits taken prior to matriculation);
- No capstone credits may be transferred in

The student initiates the request for transfer by consulting with the student’s permanent academic advisor, and then completing a Transfer of Credit Approval form and submitting it, along with an email cover letter, to the Post Professional Occupational Therapy Doctorate Program Director. Transfer requests must also be accompanied by an official transcript (if one is not on file with the University) and should be accompanied by both the catalog description and course syllabus for the courses the student is petitioning to transfer.

The request to transfer credits is subject to advisor, Post Professional Occupational Therapy Doctorate Steering Committee, and Graduate School approval.

3.4 Capstone Proposal, Experience, Project, and Defense

Successful completion of a capstone project is the final academic step in the School's ppOTD program. The doctoral student will develop a proposal for the capstone practicum that provides in-depth experience in advanced clinical practice, scholarship, administration, leadership, advocacy, program and policy development, education, or theory development. The student will develop specific learning objectives for the experience in collaboration with faculty. Once faculty and the site have approved the proposal, the student will collaborate with faculty and site mentors to carry out the experience in the final semesters of the program. The field experience may occur in a traditional or non-traditional site, and the student will be expected to perform beyond that of an entry-level occupational therapist. The student completes a culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge in a practice area.

3.4.1 Repeating a Capstone Experience

Repeating a capstone is permitted only in rare and unexpected circumstances. A student may repeat a capstone experience only once throughout his/her academic career. The student who is unsuccessful in
a capstone will be placed on academic probation, and may be recommended for dismissal from the program. If the student is unsuccessful in a second capstone experience, the process of dismissal from the Occupational Therapy Program will be initiated. Please refer to the Academic Probation Policy and Procedures in the OT Program Student Handbook. The location of a repeated capstone experience will be subject to available sites and at the discretion of the Capstone Director with input from the University OT faculty.

3.4.2 Policy Regarding Student who receives Failing Grade during Capstone

**Failing**: A student who is unsuccessfully meeting competency requirements of a capstone experience at midterm (or later if deemed appropriate by the site mentor and/or faculty mentor) may be terminated from the experience and a failing grade will be recorded on the student’s transcript. A student’s experience may also be terminated at any time if he/she is a threat to a client’s rights, treatment, or safety. A student who is experiencing difficulty in a capstone experience may elect to independently withdraw from that course. A student should always consult with their advisor and instructor when problems within or outside the classroom arise that affect one’s ability to be a successful student. Options should be explored regarding how to best assist you. Students should not withdraw from a course without consultation with their advisor/instructor. Withdrawal is likely to have implications for continuation in the program given that courses build upon one another from one semester to another and are offered only once annually.

A letter grade of “C” or below in OCTH 801 or OCTH 802 is considered a failing grade. A failing grade may warrant dismissal from the academic program. Refer to the Academic Standing, Probation, & Dismissal Policy found in the OT Student Handbook regarding a failing grade.

1. Prior to a decision regarding dismissal, the Chair will provide the student with written notice of the issues and an opportunity to meet with the Chair, faculty mentor, and other faculty (face-to-face, by teleconference, or virtually). During the meeting, the student will have an opportunity to present his or her perspective of the situation. After the meeting with the student, discussion among faculty will occur to determine the student’s eligibility to retake the capstone course. Documentation of this meeting will be placed in the student’s file. The faculty will determine if the student is eligible for retake on probation or dismissal from the program is recommended based upon the student’s academic history, professional behavior, and reason(s) for the grade.

2. Should the Department Chair decide to proceed with dismissal, written notification will be sent to the student with a copy placed in the student’s file, and copies sent to the student’s Academic Advisor, the Dean of the School of Health Sciences, and the Dean of the Graduate School. In the letter, the Department Chair will reference the OT Academic Standing, Probation, and Dismissal Policies and Procedures, and advise the student of available counseling and career counseling services.

3. A student may appeal a decision for dismissal first to the occupational therapy faculty and subsequently through the appeals process identified for graduate students by the Graduate School. Please refer to the *Graduate Student Academic Appeal Procedure* found under Graduate School Policies on the Graduate School homepage. A student pursuing an academic appeal should confer with the Graduate School before initiating the process.

4. If a student is determined to be eligible to retake the capstone course on Probationary Status, he or she must meet with Program Director to present their plan of action and any progress they have made in the areas of concern. The admissions committee will vote to either advance the student or recommend further action.
SECTION 4: ACADEMIC INTEGRITY

Academic integrity is a core value for the University of South Dakota, the Graduate School, the School of Health Sciences, and the Post Professional Occupational Therapy Doctorate program. To that end, the faculty, students, and candidates in the ppOTD program are expected to uphold the highest standards of academic integrity in all of their doctoral work. The absence of academic integrity among faculty or students would undermine the trust and mutual respect, which is essential for maintaining the mission, integrity, reputation, and rigor of the program. Therefore, as a community of scholars, we embrace the highest standards of academic integrity in all aspects of our work. Failure to uphold these standards is cause for dismissal from the ppOTD program. Please refer to SD Board of Regents policy 2:33:
https://www.sdbor.edu/policy/Documents/2-33.pdf and the policy map:
https://www.sdbor.edu/policy/Documents/2016_0428MapPolicy2_33_StudentAcademicDishonesty.pdf

4.1 Plagiarism

Among other types of academic dishonesty, plagiarism is an issue that seriously threatens the integrity of academic programs. Plagiarism, which is defined as, but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement consistent with accepted practices of the discipline; or the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Each student is required to complete the following:

VAIL (Virtual Academic Integrity Laboratory) Tutor

a. The completion of Vail Tutor is required during Orientation with a minimum score of 90%.
b. The tutorial is available at http://www.umuc.edu/current-students/learning-resources/academic-integrity/tutorial/index.cfm the tutorial consists of 4 modules:
   ▪ Module 1: Understanding Academic Integrity, Plagiarism, and Cheating
   ▪ Module 2: Understanding How to Avoid Plagiarism: tips and Strategies
   ▪ Module 3: Documentation Styles: When and How to Use them
   ▪ Module 4: Plagiarism Policies
c. There is a quiz at the end of the tutorial that covers all four modules. After completing and scoring the quiz, your Report of Successful Completion will be available to you. You may retake the quiz as often as needed to achieve the required score. Once you have received the required score, you will need to copy or print and scan your Report of Successful Completion and save. You will then submit the saved Report of Successful Completion to the Assistant Admissions Officer.

All academic work submitted for credit or as partial fulfillment of course requirements must adhere to standards of the APA Manual (6th edition) or standards of documentation provided by the instructor.

4.2 University Academic Integrity Philosophy

The University of South Dakota's academic integrity philosophy is described in the USD Graduate Catalog (2018-2019) as follows:

"Academic integrity is a fundamental concept underlying the educational enterprise of the University. As such, the idea of academic integrity must be embraced by all who are members of the university community and must be a guiding principle in all actions of the University. Academic integrity..."
encompasses the values of Honesty, Trust, Fairness, Respect, and Responsibility and is the foundation for the standards of acceptable behavior that apply to all within the university community.

To this end the University of South Dakota seeks to embrace promote and maintain an atmosphere of honesty and integrity that can be summed up in the following simple statement:

We are committed to honesty fairness, trust, respect, and taking responsibility for our actions.
SECTION 5: ACADEMIC STANDING AND PROGRESS

5.1 Post Professional Occupational Therapy Program Academic Standing

All students in the Post Professional Occupational Therapy program are required to make satisfactory academic progress in order to remain in the program. In accordance with Graduate School policy, students who fail to make satisfactory academic progress will be subject to academic probation and/or dismissal. In addition to the requirement of satisfactory academic progress, graduate students must maintain a cumulative GPA of 3.0 or higher in all coursework completed for the ppOTD of Study. Courses taken outside of the ppOTD Program of Study are not considered in making decisions about academic progress and standing.

The student is primarily responsible for monitoring their GPA. When concern arises regarding grades in any given class, the student should seek assistance from the course instructor and their advisor as well as avail themselves to the many resources available on campus.

5.2 Unsatisfactory Grades

A student must maintain a cumulative GPA of 3.0 in the Program of Study. Grades of I (incomplete) earned in the courses taken as part of the ppOTD program are considered unsatisfactory, and must be removed (completed) prior to graduation. A grade of C in either Capstone course OCTH 801 or 802 is considered a failing grade. A grade of C is not considered doctoral level performance; therefore, no more than three (3 credits) of C are allowed. Grades of D and F are unacceptable grades. The receipt of a grade of D or F in a doctoral course indicates a serious deficiency in the academic performance of the student for the class in which the grade was received. Students with a GPA below 3.0 will be placed on probation, those who receive grades of a C in Capstone, or a D or F in other coursework may be dismissed from the ppOTD program whether or not the cumulative GPA falls below a 3.0. Satisfactory academic progress is evidenced by a cumulative GPA of 3.0 or higher in all coursework, no more than three (3 credits) of C in the program, and completion of all program requirements.

5.3 Academic Probation and Dismissal

According to ppOTD program policy, students are subject to academic probation and possible dismissal under any of the following conditions:

1. A grade of D or F in any course in the program of study
2. A grade of C in OCTH 801 or 802
3. They have a term GPA lower than 3.0, OR
4. They have a cumulative GPA below 3.0 in their program of study (see above)
5. They receive more than 3 credits of C (see above)
6. Academic or Professional Misconduct

In any of these instances, the program may take any one of the following actions:

1. Place the student on academic probation with clear criteria for continued enrollment in the program (Likely when a student’s cumulative GPA is below 3.0, or receives a D or F in any course in the Program of Study)
2. Dismiss the student from the program (Likely when the student has had a previous term on academic probation, but failed to meet the criteria established at that time for continued
5.3.1 Academic Probation and Dismissal Process

The Graduate School has established the following academic probation and dismissal process for academic programs to follow in making decisions about a student’s academic standing (from the 2018-2018 USD Graduate Catalog):

1. *Degree programs and the Graduate School review the academic standing of all graduate students each term, and program leaders notify students directly of academic warning, probation or dismissal.*
2. *The Graduate School is copied on all student communication.*
3. *A graduate student may be dismissed from the program at any time for failure to meet the academic performance and progress standards of the degree program or Graduate School.*
4. *The department is required to provide students a written notice of the issues and an opportunity to meet with the program head (face-to-face, teleconference, virtually) before dismissal action.*
5. *It is the policy of The Graduate School that any academic graduate department, through due process, may deny a graduate student continued enrollment in a program in accordance with department policies.*
6. *The reasons for dismissal include:*  
   a. *Academic performance that does not meet the standards of the department and The Graduate School [see above: Academic Probation and Dismissal], or*  
   b. *Conduct in violation or unfavorable of the ethical or professional standards of the degree program or discipline involved [see Section 3: Academic Integrity].*
SECTION 6: STUDENT RIGHTS & RESPONSIBILITIES

6.1 Right to Appeal Academic Decisions

Students have the right to appeal decisions relating to their academic standing and/or progress in their program of study. These decisions include, but are not necessarily limited to, the assignment of course grades and decisions relating to academic warning, probation, and dismissal. Academic appeals are handled through the Graduate Academic Appeal Policy (see Appendix B.2 & B.3).

Please see Board of Regents Policy 2.9 and/or Board of Regents Policy 3.4

SDBOR 3.4 policy refers to situations involving the Student Conduct Code. SDBOR 2.9 policy governs academic disputes involving students. Such disputes most commonly arise as a result of student dissatisfaction with assigned grades, but students may also invoke the standards and procedures provided under this policy to challenge academic responses to instances involving alleged student academic misconduct or to challenge other decisions, justified on academic grounds, that affect their participation in or completion of university academic programs. After the investigation, the Office of Student Rights & Responsibilities should provide confirmation to the Graduate School if misconduct occurred or if the charges were not valid.

6.2 Freedom in Learning

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

6.3 Students with Disabilities

Students with disabilities are entitled to be reasonably accommodated in their academic pursuits, as well as in their access to university events, resources, and facilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of the Office of Disability Services, (Service Center 199; 677-6389) as early as possible in the semester.

6.4 Freedom from Discrimination

Students have a right to be free from discrimination, including all violations of rights guaranteed under federal, state, or local antidiscrimination laws and regulations. According to SD Board of Regents policy 1:18, this also includes the right to be free from discrimination that "includes any allegation that, because of a person’s race, color, creed, religion, national origin, ancestry, citizenship, gender, sexual orientation, age or disability, a person has been subject to disparate treatment in terms of conditions of employment, in the delivery of educational services, or with respect to the participation in the activities of officially recognized organizations" (SDBOR 1:18, section 3). Furthermore, "persons who bring complaints of discrimination and persons who assist in the investigation and disposition of such
complaints shall not be subject to harassment, interference, intimidation, or retaliation" (SDBOR 1:18, section 7).

Students who believe that they have been subjected to discrimination by any faculty or staff member of the university community should contact the Director of EEO/AA & Chief Title IX Coordinator at equalopp@usd.edu. Students who believe that they have been subjected to discrimination by another student in the university community should contact the Director of Student Rights and Responsibilities at srr@usd.edu, and Director of EEO/AA & Chief Title IX Coordinator at equalopp@usd.edu. Students may also discuss such concerns with a trusted faculty member, who will then take responsibility for referring the matter to the Director of EEO/AA & Chief Title IX Coordinator for investigation. The full text of the SDBOR policy 1:18 outlining human rights complaint procedures can be found on the SO Board of Regents web page, and in the appendix of this handbook (see Appendix B.14). Further information regarding student rights and responsibilities is found in the Student Conduct Code, SDBOR policy 3:4, https://www.sdbor.edu/policy/documents/3-4.pdf.

6.5 Freedom from Sexual or Other Harassment

Students have a right to be free from harassment by any member of the University community, including harassment from faculty members, university administrators, staff, or other students. Whether it is sexual in nature – or directed at them as a result of their race, color, creed, religion, national origin, ancestry, citizenship, gender, sexual orientation, age or disability – harassment is strictly prohibited by SD Board of Regents and University policy. As stated in SDBOR 1:17:

By virtue of their special role in preparing future generations of leaders, educational institutions have a particular concern with conduct that subjects members of the institutional community to harassment... on the basis of sex, race, or any other grounds. Such conduct destroys the bonds of cooperation and common purpose on which society rests by demeaning some members of the community, and it cannot be tolerated in an institution whose very purpose is to shape the skills and conscience of the rising generation (SDBOR policy 1:17, section 1).

Under SDBOR policy 1:17, sexual harassment, which can assume various forms, occurs when “an individual has been subjected to unwelcome sexual advances, requests for favors, or other verbal or physical conduct of a sexual nature.” This includes situations in which:

a. Submission to such conduct is made either explicitly or implicitly a term or a condition of an individual's participation or use of an institutionally sponsored or approved activity, employment, or resource; or

b. Submission to or rejection of such conduct by an individual is used as the basis for educational, employment, or similar decisions affecting an individual's ability to participate in or use an institutionally sponsored or approved activity, employment, or resource.

In addition to these forms of harassment, sexual harassment also occurs where one or more members of the university community create an intimidating, hostile, or demeaning environment.

Unfortunately, many instances of sexual harassment go unreported. This increases the likelihood that such conduct will continue to exercise its harmful consequences on the individuals who are subjected to it, as well as the University community as a whole. Students who feel that they have been subjected to any harassment- sexual or otherwise- by a faculty or staff member of the university community are
encouraged to report these instances to the University's Director of EEO/AA & Chief Title IX Coordinator at equalopp@usd.edu. Students who believe that they have been subjected to harassment by another student in the university community should contact the Director of Student Rights and Responsibilities at srr@usd.edu and Director of EEO/AA & Chief Title IX Coordinator at equalopp@usd.edu. Students may also discuss such concerns with a trusted faculty member, who will then take responsibility for referring the matter to the Director of EEO/AA & Chief Title IX Coordinator at equalopp@usd.edu for investigation. Students can find the full text of SDBOR policy 1:17 outlining USD's sexual harassment policy, and SDBOR policy 1:18 outlining human rights complaint procedures, on the SD Board of Regents web page, and in the appendix of this handbook (see Appendix B.14 & B.15).

6.6 Notice of Nondiscriminatory Policy

In accordance with the South Dakota Board of Regents Policy 1:19, the institutions under the jurisdiction of the Board of Regents shall offer equal opportunities in employment and for access to and participation in educational, extension and other institutional services to all persons qualified by academic preparation, experience, and ability for the various levels of employment or academic program or other institutional service, without discrimination based on sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information or veteran status or any other status that may become protected under law against discrimination. The Board reaffirms its commitment to the objectives of affirmative action, equal opportunity and non-discrimination in accordance with state and federal law. Redress for alleged violations of those laws may be pursued at law or through the procedures established by the provisions of 1:18 of this policy. For additional information, please contact the Director, Equal Opportunity and Chief Title IX Coordinator, Room 205 - Slagle, Vermillion, SD 57069. Phone: 605-677-5651 E-Mail: equalopp@usd.edu.

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials at or above the minimum standards for admission and meet any technical standards that may be required for admission to a specific program. If you are a prospective student with a disability and need assistance or accommodations during the admission/application process, please contact the Director of Disability Services, 119B Service Center North, USD, Vermillion, SD 57069. Phone: 605-677-6389 Fax: 605-677-3172 E-Mail: disabilityservices@usd.edu

SECTION 7: GRADUATE SCHOOL POLICIES, TIMELINES, AND FORMS

All graduate students are responsible for familiarizing themselves with the various Graduate School policies and timelines found in the USD Graduate Catalog. These include course registration, withdrawal, and refund dates, as well as other policies that affect their status and progress in the program. Students may find the Graduate Catalog by going to the USD website homepage, searching "graduate catalog," and then selecting the search result which leads to this link: http://catalog.usd.edu/index.php. Once at the catalog homepage, select the 2018-2019 Graduate Catalog from the drop down menu in the upper right hand corner.

Additional resources can be found though the USD University Portal. From the USD website homepage, select the "myU." link found at the top of the page. Current students can log in to the portal with their USD username and password. The Graduate School page in the portal can be accessed by selecting "Graduate School" under the dropdown menu for the "Academics" tab at the top of the page, and then selecting "Graduate School Home" from the list of available options. The information found there includes important deadlines for submitting graduation paperwork, and various forms used by graduate students.

*Students are strongly advised - both upon admission and periodically during their time in the program - to look through the policies, deadlines, information, and forms that are found at the Graduate School portal.*
SECTION 8: STUDENT SERVICES

8.1 GENERAL ASSISTANCE

Registrar's office: The Office of the Registrar serves as the institutional guardian for official academic information and records in supporting the faculty, staff and students of the University of South Dakota. http://www.usd.edu/registrar

Graduate School: http://www.usd.edu/graduate-school

USD Online: You need more tools, but also flexibility. That's why we're committed to bringing our knowledge to you. USD Online and Off-Campus Education offers accredited, high-quality academic programs and courses with the flexibility, convenience and affordability you desire. With more choices than ever, we have a program for you. http://www.usd.edu/usd-online

Disability Services: Disability Services is an integral part of the University of South Dakota. Committed to ensuring that students and campus visitors with disabilities have full and equal access to all the programs and activities USD offers, in accordance with Section 504 of the Rehabilitation Act (1973) and the Americans with Disabilities Act Amendments Act (2009). Accommodations are available to students with documented learning, physical or psychological disabilities. http://www.usd.edu/student-life/disability-services

Career Services: The Academic & Career Planning Center is undergoing some exciting changes to our online job posting site, Coyote Careers. Over the next few weeks we will be implementing a new career services system that will allow you to view and apply for jobs, connect with employers, and sign up for on-campus interviews and career events. We believe the new system will be much more user friendly than our current system. Coyote Careers is exclusive to current USD student and alumni and the employers contacting us have expressed an interested in hiring USD students and alumni. http://www.usd.edu/acpc/coyote-careers

Financial Aid: Enhanced job opportunities. Broadened global perspective. Unlimited possibilities. A college education is an investment in your future. The Office of Financial Aid works with students and parents to explore the many resources available to help make your college education even more affordable.

Help Desk: http://www.usd.edu/technology/contact-the-help-desk

See Appendix C for additional resources.
APPENDIX

USD Academic & Career Planning Center
Steve Ward, Director
Academic Commons, I.D. Weeks, first floor 605-677-5381
advising@usd.edu
The Academic and Career Planning Center (ACPC) provides general academic and career advisement for all USD students. In particular, the ACPC’s staff advises new students that have declared a major in the College of Arts & Sciences, most of the majors in the Health Sciences, and individuals who have not declared a major. The Academic and Career Planning Center also acts as a clearinghouse for the declaration or changing of majors. Follow the link for more details http://catalog.usd.edu/content.php?catoid=21&navoid=1038#School_of_Health_Sciences_Student_Services

USD Disability Services Service
Center North, Room 199B
Phone: 605-677-6389
Fax: 605-677-3172
disabilityservices@usd.edu
https://www.usd.edu/student-life/disability-services
Disability Services is an integral part of the University of South Dakota and is committed to ensuring that students with disabilities have equal access to all the programs, services and activities USD offers in accordance with Sections 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the American with Disabilities Act Amendment Act (ADAAA) of 2008. To receive academic accommodations, students must contact and register with Disability Services as soon as possible after admittance to USD. Following registration with Disability Services, students are required to submit medical or other diagnostic documentation of their disability and their functional limitations. The student may also be asked to obtain additional evaluations prior to receiving requested accommodations. Students are responsible for making timely and appropriate disclosures, making timely and appropriate requests for accommodation, for keeping Disability Services informed about the implementation of accommodations, and for actively participating in the securing of his/her accommodations and auxiliary aids. Delay on the part of the student in registering with Disability Services, seeking accommodations, or in meeting required conditions, may result in limiting the ability of the University to provide appropriate and reasonable accommodations.

If you are a student with a disability please contact Disability Services as soon as possible to request academic accommodations. If you are a student who suspects you may have a disability, contact Disability Services. Disability Services may refer you to the appropriate agency or organization for evaluation.

USD Student Health Services

Sanford Vermillion Medical Center is pleased to be the provider for USD’s Student Health Services. Sanford Clinic Vermillion is dedicated to the work of healing and has the vision to significantly improve the human condition through patient care, education and research. We are committed to healthcare excellence at an affordable cost to students. All currently enrolled USD students who pay the general activity fee each semester are eligible to use Student Health. Your Coyote Card must be presented as identification when using Student Health Services. Follow the link for more details http://www.usd.edu/student-life/student-health
USD Notice of Nondiscriminatory Policy

In accordance with the South Dakota Board of Regents Policy 1:19, the institutions under the jurisdiction of the Board of Regents shall offer equal opportunities in employment and for access to and participation in educational, extension and other institutional services to all persons qualified by academic preparation, experience, and ability for the various levels of employment or academic program or other institutional service, without discrimination based on sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information or veteran status or any other status that may become protected under law against discrimination. The Board reaffirms its commitment to the objectives of affirmative action, equal opportunity and non-discrimination in accordance with state and federal law. Redress for alleged violations of those laws may be pursued at law or through the procedures established by the provisions of 1:18 of this policy. For additional information, please contact the Director, Equal Opportunity and Chief Title IX Coordinator, Room 205 — Slagle, Vermillion, SD 57069. Phone: 605—677—5651 E-Mail: equalopp@usd.edu.

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials at or above the minimum standards for admission and meet any technical standards that may be required for admission to a specific program. If you are a prospective student with a disability and need assistance or accommodations during the admission/application process, please contact the Director of Disability Services, 119B Service Center North, USD, Vermillion, SD 57069. Phone: 605—677—6389 Fax: 605—677—3172 E-Mail: disabilityservices@usd.edu.

Federal Law prohibits discrimination on the basis of disability (Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990), and the Americans with Disabilities Act Amendment Act of 2009. The University has designated Ms. Roberta Ambur, Vice President of Administration & ITS, as the Coordinator to monitor compliance with these statutes. This obligates USD and Ms. Ambur to provide equal access for all persons with disabilities.

USD Diversity and Inclusiveness Statement

The University of South Dakota is committed to becoming a regional leader in diversity and inclusiveness initiatives and the practice of Inclusive Excellence.

Diversity and inclusiveness, hallmarks of a twenty-first century institution of higher education, are essential elements of the University of South Dakota’s future. Members of diverse groups possess gifts, talents, experiences, histories, and cultures that allow them to make valuable contributions to the educational mission of the institution and to all those associated with the institution. A rich mixture of cultures contributes to a positive and vibrant campus climate that benefits all students. Furthermore, diversity and inclusiveness are assets that can be utilized to help prepare all students for living and working in an increasingly complex and global society. Accordingly, gender, race/ethnicity, socio-economic status, sexual orientation, religion, disability, veteran’s status, first-generation status, nationality, citizenship, age, and other personal and social dimensions are respected and also highly-valued at USD, where we continue working to ensure that diversity and inclusiveness pervade every level of the University.

Acknowledging and paying particular attention to our strong historical and cultural Native American roots, USD is committed to strengthening existing relationships and developing new relationships with Native American tribes, organizations, and communities within the state, the region, and the nation.

USD is also committed to graduating globally-aware students who are leaders in working with people from diverse backgrounds. An extremely important element of this commitment is USD’s international
focus. USD continues to provide and build international--focused opportunities such as study abroad and student exchange, while, also continuing to recruit and retain an increasingly--large and culturally--diverse group of international students who contribute to a vibrant and diverse campus community where everyone belongs.

USD is committed to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusiveness. Approved by Executive Committee on March 14, 2013.