

Iona University
NewYork-Presbyterian Iona School of Health Sciences
Graduate Occupational Therapy Program
Academic Student Manual

2025-2026



Learn Outside the Lines

Welcome to the Occupational Therapy Program

Beginning OT school is more than the pursuit of a degree—it is the start of your journey into a profession with a mission, a history, and a future. As of today, you are not only a student, but also a developing member of the occupational therapy community.

For our new students, this is the beginning of your path as a future occupational therapist. You are entering a profession grounded in client-centered care, evidence-based practice, ethical responsibility, and social justice and inclusion. This is more than learning skills—it is about shaping a professional identity that will prepare you to serve, advocate, and lead.

For our returning second-year students, welcome back. You have already begun this dual journey of academic and professional growth. As you step into advanced coursework, fieldwork, and leadership opportunities, we are excited to see how you continue to deepen your clinical reasoning, expand your professional identity, and contribute to the life of this program and the profession.

Whether you are just beginning or continuing your studies, remember that occupational therapy is a dual journey. Academically, you will engage in coursework, fieldwork, evidence-informed practice, and interprofessional collaboration. Professionally, you will grow in identity, cultural competence, reflection, mentorship, and advocacy.

This manual is your guide along the way. As you move through the program, may it remind you that you are part of something larger: a profession built on service, scholarship, and shared values.

Warmly,

A handwritten signature in black ink that reads "Laurie Olson". The script is fluid and cursive, with the first name "Laurie" written in a larger, more prominent style than the last name "Olson".

Dr. Laurie Olson

OT Program Director and Professor

New York Presbyterian Iona School of Health Science

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1.1 Overview of the NYP Iona School of Health Sciences

The Occupational Therapy Program is part of the NewYork-Presbyterian Iona School of Health Sciences which is principally located on [Iona University's campus in Bronxville, N.Y.](#) The NewYork-Presbyterian Iona School of Health Sciences offers a new vision for collaborative health care education with interprofessional experiences, modern workforce development, and community care. Home to the Kelly Center for Health Sciences, this partnership with NewYork-Presbyterian solidifies Iona's commitment to developing the next generation of healthcare professionals.

NewYork-Presbyterian has supported the creation of the NewYork-Presbyterian Iona School of Health Sciences with a gift of \$20 million. NewYork Presbyterian is ranked one of the best hospitals in the nation, according to U.S. News and World Report's Best Hospitals rankings. NewYork-Presbyterian is consistently recognized as a leader in medical education, groundbreaking research, and innovative, patient-centered clinical care in collaboration with two renowned medical schools, Weill Cornell Medicine and Columbia University Vagelos College of Physicians and Surgeons. More detailed information of the NewYork-Presbyterian Iona School of Health Sciences can be found at: <https://www.iona.edu/academics/schools-institutes/newyork-presbyterian-iona-school-health-sciences>.

School Vision:

The NewYork-Presbyterian Iona School of Health Sciences will be a national leader in educating equity-minded healthcare professionals through innovation, community and civic engagement, interprofessional collaboration and through value-based pedagogies that prioritize healthcare access and the well-being of patients, clients and providers.

School Mission: NewYork-Presbyterian Iona School of Health Sciences will provide holistic, high-quality, accessible educational experiences that support students as they prepare for roles as ethical, empathetic, and highly competent healthcare professionals. Students will recognize the importance of inclusion, equity and diversity, interprofessional collaboration, evidence-based practice and working with a multicultural mindset to serve the common good of their communities.

1.2. Description of this manual

This handbook supplements the Iona University Student Handbook and contains all the policies and procedures for Occupational Therapy (OT) graduate students, as well as provides information about Iona University policies and resources.

This is a dynamic document. Changes in OT Department policies and/or procedures may be proposed at any time by faculty and/or student to meet ongoing needs. Policies and procedures must be reviewed by the Director and Occupational Therapy Department Policies Committee and submitted to the entire faculty for a majority vote before being adopted.

Along with the Fieldwork and Service-Learning Manuals, the purpose of this academic manual is to provide students with a helpful resource for completing the Occupational Therapy program. This manual should be one of the first resources that you consult regarding your academic program. The manual contains important information that may not be found elsewhere; it also describes certain rights and responsibilities of both you and the Department. In order to participate in this academic program, students must adhere to the policies and guidelines that are contained in this manual. Please read this manual carefully and seek clarification from your Academic Advisor about content that you do not understand. We will keep you informed about any changes in the content that occur during your enrollment. After you have read this Manual and fully understand its content, sign the Manual Acknowledgment Agreement (last page of this Manual), indicating that you understand and agree to abide by all the policies, procedures, and expectations of Iona University's Graduate Occupational Therapy Program, School of Health Sciences.

The OT Program also requires that all matriculating students abide by Iona University Policies as defined in the *Iona University Student Handbook*.

[Student Handbook | Iona University](#)

2.3 Mission and Vision of the OT Program

OT Program Vision Statement

Iona University's Graduate Occupational Therapy Program's Vision is consistent with the 2025 AOTA Vision statement. The vision statement is that through developing competencies related to occupational therapy practice, and applying those developing competencies in community engagement, entrepreneurship and innovation that Iona University Occupational Therapy Program graduates will maximize the health, well-being, and quality of life for people, populations, communities in which they work.

OT Program Mission Statement

The mission of the Occupational Therapy Program at Iona University is to educate students in an environment that promotes intellectual curiosity, development of self as a person and professional, community engagement, and appreciation of diversity. The program commits its energies and resources to develop program graduates who are recognized for their ethical, evidence-based and client-centered practice of occupational therapy. Graduates will demonstrate openness and adaptability to changing practice environments and will approach practice challenges creatively and flexibly supported by the strategies of lifelong learning, innovation and entrepreneurship, habits of reflective practice, and integration of mind, body and spirit as a person and professional.

The Iona University Graduate OT Program's Mission statement is consistent and supportive of the mission statement of Iona University. It is consistent with the legacy of the Blessed Edmund Rice and the Christian Brothers. This is a legacy of a high work ethic in a context of practicality. Practicality within an Edmund Rice education means that strong academics must support significant learning that can be applied to living and through this significant learning, students develop into persons of integrity capable of taking care of themselves and others. Students are prepared for seizing opportunities for building productive, meaningful, ethical, and successful personal and professional lives that also serve the common good of their communities.

The OT Program's mission statement explains the unique nature of the program and how it will help to advance the mission of Iona University. The program is unique in its focus on community engagement and service throughout the curriculum. This mission focuses and commits the faculty to create and maintain an academic environment that fosters students' intellectual curiosity and focuses on the development of each student as a person and professional who will behave ethically and be engaged in their communities. As students are actively engaged in service to their community as they learn, students are struck by the connections and usefulness of academic learning. Both the Iona University mission and the OT Program's mission address appreciation for diversity, ethics, adaptability and creativity to addressing problems and challenges. Service with habits of reflective practices also promote deeper thinking about the people and the activities in which students participate within the community. Students are authentically confronted with diversity in communities, group, and people. Through close contact and getting to know community members, students are confronted with different ideas, beliefs and values. The principles of ethical thinking and analysis including but not limited to not imposing risks of harm, respecting the autonomy of persons to self-determination, promoting fairness and justice come alive in interactions with others who may experience being marginalized by a larger community or group, or whose beliefs, values or actions while legal, conflict with a student's beliefs, values or actions. Being confronted with authentic and meaningful problems uncovered through service interactions with individuals, groups, or a community population, provokes and motivates students to seek answers through their own academic and personal resources. Community engagement can be unstructured and

messy and not like the cases and process described in textbooks. Students are confronted with complex situations where they must analyze many factors related to the social and physical environment, the task and activities and factors related to people. With the support of faculty, fellow students and community partners, students further develop their openness and adaptability. As students seek answers to real problems, they have the opportunity to collaborate to innovate and design service to meet the real needs. They also observe the outcome and impact of their own actions and may be inspired to go further with their work or to refine their services to better meet the needs of the intended individual, group or person. This is the basis of a high level of motivation for lifelong learning. Learning that makes small or large positive impacts on one person, a group of people or a community.

Iona University is a very spiritual place. While it is grounded in American Catholicism, it is an open environment that welcomes different spiritual beliefs and practices. The OT program will foster students' own unique spirituality and foster students' self-care of mind, body, and spirit. Iona University has many opportunities for health and wellness. It has a Wellness Center on North Avenue just outside the main campus entrance that welcomes students and addresses physical and mental needs. It also has a rich intramural and exercise programs and facilities at the Hynes Athletic Center located on the main campus. Shuttle service is provided to bring students back and forth between the Bronxville and New Rochelle campuses. In addition, the OT program will work to build its own community and its own daily practices within the program to support students' self-care.

2.4 Program Information

Occupational Therapy administrative and faculty offices and labs are located on the 2nd and 3rd floors of the Feth Building (171 White Plains Road Bronxville Campus)

Faculty and Staff Listing

Full-Time Faculty



Program Director
Laurette Olson PhD OTR/L FAOTA
Professor
LOlson@iona.edu



Gary Grimaldi PhD OTR/L ATP
Assistant Professor
GGrimaldi@iona.edu



Lauren Telesmanic OTD OTR/L
Fieldwork Coordinator and Clinical Lecturer
LTelesmanic@iona.edu



Heather Theysohn OTD OTR/L
Assistant Professor
HTheysohn@iona.edu



Brandi Fulwider PhD OTR/L
Assistant Professor
BFulwider@iona.edu

Adjunct Faculty



Alice Massa MA OTR/L
Adjunct Associate Professor
ADeluseMassa@iona.edu



Melissa Scotti MS OTR/L
Adjunct Assistant Professor
MScott@iona.edu



Maya Wolf MBA OTD OTR/L
Adjunct Assistant Professor
MWolf@iona.edu



Kendrick Marania MS OTR/L
Adjunct Assistant Professor
KMarania@iona.edu



Alyson Aylward MS OTR/L
Adjunct Assistant Professor
AAylward@gaels.iona.edu

Administrative Staff



Julia Frampton MBA
Program Coordinator
JFrampton@iona.edu

1.5 Program Length

The Iona Entry Level Professional Master of Science Degree in Occupational Therapy is a 22.5 month, 80-credit full time program that is provided across 27 months. It is primarily a weekday program with classes in the daytime hours. There are intermittent evening focused clinical activities that can not be offered in the day time and Saturday sessions such as IPE. The length of the program and the credit load was decided based upon the time frame needed for immersing students in a rich academic program that would meet ACOTE Educational Standards while also providing a deep and transformative education for students highly motivated to promote the health and wellness of people across the lifespan. Each course, credits assigned to each course and how credits and courses are spread across the 22.5 month full-time study were carefully considered in light of what students must learn, what is understood about how people learn and the competencies that students must demonstrate at the end of the program. To accomplish its academic goals, the Iona University Graduate Occupational Therapy coursework includes didactic classes, concurrent service learning, simulated and authentic service experiences, and 6 months of full-time fieldwork. The program length is comparable to similar occupational therapy programs. Some programs have a few less credits as part of the degree and some have slightly more credits. Some programs with less credits have more required prerequisite credits.

1.6 Accreditation Status

The Iona University Graduate OT Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

2.0 Overview of Curriculum and Academic Structure

2.1 Curriculum Design and Sequence

The Iona University Graduate OT Curriculum design reflects the mission and philosophy of the OT program as well as the New York-Presbyterian Iona School of Health Science and Iona University. The Graduate Occupational Therapy Program's Vision is that through developing competencies related to occupational therapy practice, and applying those developing competencies in community engagement, entrepreneurship and innovation that its graduates will maximize the health, well-being, and quality of life for people, populations, communities in which they work.

In the first semester, the courses are designed to apply their prerequisite anatomy and physiology knowledge to understanding human anatomy and physiology and how it impacts occupational participation in person with a well-functioning underlying anatomical structure and physiology and the impact of dysfunction related to human anatomy and physiology. This course is closely aligned with OT503 where students study the musculoskeletal system in depth to understand how movement impacts occupational performance across the lifespan. Students learn basic skills for measuring the physical properties important for functional movement. Another concurrent coursework, OT505 explores the occupational therapy profession and its history and then facilitates students' exploration of the nature of human occupation and its role in health and wellness. Students examine the context of it including culture, race, ethnicity, socioeconomic status, and environment which provides the foundation for understanding and appreciating human diversity. Consistent with the belief that people learn through active engagement in the teaching and learning environment and process, students are engaged in understanding themselves as occupational being as well as in considering how the occupations of the groups, communities, and populations to which they have been members have impacted their own health and wellness. In the learning community of this class, students share their developing insights and listen to others share their own occupational experiences. This knowledge and awareness are extended by students discussing and exploring the ethical and practical considerations when an occupational therapist assesses or provides services that are targeted at the occupational health and wellness of individuals, groups, and populations. This provides a foundation for courses that require community engagement in service learning.

In this course, students have 3 opportunities to visit a community partner site and participate in activities. In addition, the first module related to Interprofessional Education is part of the course curriculum of OT 505. Students participate in a Saturday Interprofessional Education experience with students from 7 other Iona University professional programs including Nursing, Speech & Language pathology (CSD), Social Work, Marriage and Family Therapy, Mental Health Counseling, Education and School Psychology. One or two OT students are assigned to one of the 16 interprofessional teams that include 1 or 2 members of the other professions. Students are introduced to Interprofessional Education and its competencies as defined by IPEC (*Interprofessional Education Collaborative*). The focus of this first IPE Workshop is beginning competencies related to Roles and Responsibilities, Communication and Teams and Teamwork. After successful completion of this introductory module, students are eligible to apply for some IPE Fellowship experiences that are offered through Iona University's Office of Interprofessional Education. More information about the IPE curricular experiences at Iona University can be found at: <https://www.iona.edu/offices/office-interprofessional-education>. **The Fall 2025, IPE Foundations 1 Workshop 1 will occur on Saturday, October 5, 2025 from 9:30 – 4:00 pm on the Bronxville Campus.**

To ground students' knowledge gained in OT 500, OT503 and OT505 in occupational therapy practice, students also take OT506, *The Occupational Therapy Process*. This course introduces students to the *OT Practice Framework* and the professions processes for analyzing occupation and assessing a person's participation and performance. These first semester courses are further integrated in OT507, a case-based learning course, where students consider how the content of all 4 courses are synthesized to

analyze the occupational participation and performance of individuals with particular disorders or disabilities. In addition, in this case-based course, students are introduced the role of design, innovation, and entrepreneurship in the occupational therapy practice. This is the first module related to the curricular thread of entrepreneurship and innovation.

In the 2nd semester, students deepen their foundational knowledge in OT510, Applied Neuroscience and then apply that knowledge in OT511, *Occupational Engagement and Performance: Adult Medical/Surgical and Neurological Conditions*. This course also requires their use of all of their first semester knowledge. Students participate in an adult rehabilitation lab session each week that provides opportunities to learn skills important for adult rehabilitation OT practice and to apply learning in OT 510, OT 511 and OT 515. Students learn and practice skills such as transfers, bed mobility, and feeding interventions, as well as prepare for and participate in standardized patient experiences. In addition, students also participate in adaptive sports as volunteers for Burke Rehabilitation. In this way, they experience adults with serious neurological or orthopedic injuries who use mobility devices as persons in a community-based leisure setting. Concurrently, students deepen their understanding of the occupational implications of injuries and disabilities that impact Human Anatomy, physiology and movement capacities and how occupational therapists assess and provide interventions for orthopedic conditions. Students also explore health, wellness and prevention related to orthopedic function. Occupational therapy practice in this area often requires the OT to be innovative with adaptations and environmental designs to support a person's occupational participation at home, at work, in school or in community leisure activities. The second module related to the thread of entrepreneurship and innovation is embedded in this course.

In this 2nd semester, students also take courses that ground their understanding of occupational therapy practice in mental health assessment and intervention practices, as well as support students' developing holistic view of occupational analysis, assessment, and intervention. Students take OT516, *Occupational Group. Process and Leadership* and OT17, *Behavioral and Mental Health: Principles, Assessment, and Intervention*. The second Interprofessional Education module is embedded into OT 516. This is a day long experience like IPE module 1 that was previously described. Students continue with their same IPE student team. The focus of this IPE Foundation II Workshop is IPEC (Interprofessional Education Collaborative) Core Competencies, Values and Ethics while also reinforcing some competencies related to Roles and Responsibilities, Communication, and Teams and Teamwork. After successfully completing this module, students are eligible to apply for additional IPE community-engaged Fellowship experiences. **The Second IPE Workshop will occur on Saturday, February 22, 2026 from 8:45 pm to 3 pm.**

Consistent with the university's, the NY-Presbyterian Iona School of Health Sciences' and the OT program's mission and the program's curricular threads, students participate in OT518, *Service Learning I: Supporting the Occupational Participation and Performance of Persons with Mental Health Related Needs*. Students deepen the significance of their learning through service by a habit of structured reflection throughout the course and their community engagement. Consistent with the curricular threads related to developing the knowledge and skills for becoming a competent occupational therapist, students apply the occupational therapy process that they learned in the first semester and apply the occupational therapy skills for supporting mental health of persons, groups, and populations in OT516 and OT517 as part of their service.

In the 3rd semester, students delve into the importance of scientific evidence as the foundation for occupational therapy practice in OT520, *Evidence-Based Practice 1* and learn technology to support their use of and participation in evidence-based practice in OT521, *Technology for Evidence Based Practice*. Skills for finding, analyzing, and synthesizing Evidence to Support Practice is another key thread is important for developing competent occupational therapists. Students also take *Clinical Skills I: Splinting and Related Tools for Practice in Adult Rehabilitation* which provides them with concrete skills and knowledge to support their providing physical rehabilitative OT service. In this course, student learn to

design, fabricate, and fit orthotic devices. The final course in this summer semester is OT526, *Professionalism*.

In this Semester 4 (Fall) Students take OT610, *Promoting the Occupational Performance and Participation of the Older Adult*. In this course, students delve into the needs of the older adult population for flourishing in community settings through aging in place including occupational health and well-being. They also learn about OT practice and skills needed for OT practice with older adults in acute, sub-acute and nursing home settings. Students' learning is significantly enhanced by the Iona OT Programs' partnership with LIRIC (Learning in Retirement at Iona). LIRIC members volunteer to serve as practice partners with Iona OT students in OT 610 who administer their first Home for Life Assessment. LIRIC members also participate in class sessions in which students learn different assessments used by occupational therapists to assess the occupational functioning of older adults such as functional cognitive and ADL assessments. In OT 610, students participate in their 3rd module related to entrepreneurship and innovation in which they consider applying design principles to innovative home modifications to support the functioning of the older adult. OT611, *Service Learning 2*, once again fosters students' finding meaning in academic coursework and builds motivation and self-efficacy in their developing professional identity through engagement with the older adult population in focused community service where they also use the skills that they are learning in OT610, *Promoting the Occupational Performance and Participation of the Older Adult*. Students work in teams to provide occupation-based groups for older adults in community settings.

LIRIC is an older adult organization is run by its membership in conjunction with an Executive Director. Its membership includes approximately 300 members who participate in different classes and activities that are of interest and meaningful to them. The Iona OT program has developed a deep relationship with LIRIC since its inception.

Students have a second experiential course, OT 525, *Fieldwork 1 in Adult Health Care*. Students' apply their Semester 2 and 3 Adult Rehabilitation knowledge and skills in hospital based and outpatient rehabilitation settings. Students' experiences for this course also include an interprofessional adult rehabilitation simulation experience and virtual simulations via Simucase or ICE videos. These collective experiences support students' developing abilities and skills as future occupational therapists.

Other courses taken in the Fall Semester 4 term are OT600, *Evidence Based Practice II: Research Methods*, OT 601: *Frames of Reference for Promoting the Occupational Development, Performance, and Participation of Infants and Children*, OT605, *Clinical Skills 2: Assessment and Intervention Practices in Pediatric OT Practice*, and OT611, *Service Learning 2: Supporting the Occupational Participation and Performance of the Older Adult in Community Settings*. OT600 supports the threads related to abilities competencies for competent OT practice. Students learn to design and implement qualitative and quantitative research in occupational therapy. This is accomplished in a manner that also supports the thread of community engagement and service as the classroom experience prepare students for their participation in one of three Semester 6 courses, Evidence Based Practice III courses related to community program development or research related to a community project.

In OT 601, students develop knowledge about different frames of reference for addressing the occupation-based needs of children. They further develop, practice, and integrate their skills in OT605 which is the second clinical skills class. In this class, they practice pediatric assessment and intervention skills in a lab setting. In OT 605, *Clinical Skills 2: Assessment and Intervention Practices in Pediatric OT Practice* reinforces learning that occurs in OT 601 through lab and active learning experiences. As part of OT 601, students participate in an IPE pediatric clinical simulation experience. with Nursing students in

the Iona University Simulation Lab. Students sign up for participation on IPE Simulation teams which occur from mid-September through early October.

Second year OT students also participate in the 3rd IPE Workshop 3, Foundations III which focuses on having the difficult conversation related to Health and Educational Disparities. This workshop will occur on Saturday, September 27, 2025 from 9- 2:30 pm on the Bronxville Campus.

Second year OT students also have the opportunity to apply for a number of paid IPE Clinical Fellowship experiences in Semester 4. These opportunities will be posted on the IPE Webpage

(<https://www.iona.edu/offices/office-interprofessional-education/interprofessional-education-ipe-field-fellowship>).

In Semester 5, students deepen their knowledge base in working with children and teens with disabilities through OT620, *School Based Occupational Therapy Practice*. In this course, students delve into school-based OT practice which is a thriving and popular area of OT practice in the NY Metropolitan area and across the United States. Concurrent with this course, students participate in their 3rd and final service-learning course, OT625 *Service Learning 3: Supporting the Occupational Participation and Performance of Children in School Based Settings*. As with other service-learning courses, this course is positioned at this point in the curriculum to give meaning and context to the didactic course work where abilities and skills for OT practice with children and youth are built.

Students also take OT622, *Inclusive Communities: Supporting People with Intellectual and Developmental Disabilities*. This course examines the lifelong occupational needs of individuals with intellectual and/or developmental disabilities (IDD), from their transition from secondary education throughout adulthood. Students will explore public policy, services, and emerging practice opportunities that support adults with IDD in pursuing post-secondary education, employment, independent living, and community participation. Emphasizing a population health and advocacy perspective, students will learn to evaluate and promote community accessibility, foster inclusion, and empower individuals with IDD to engage in meaningful occupations. Students will also develop skills in designing, implementing, and evaluating sustainable community-based programs that support occupational participation and overall well-being. Iona OT's reputation as an OT program that grounds its students' OT education in community service and fosters entrepreneurship and innovation led to the development of a course embedded service project with YAI, an agency that provides community-based programming for adults with developmental disabilities. Students share the leadership work related occupation-based groups for YAI adult clients.. This experience gives meaning and depth to academic learning about the concerns and challenges of the adolescents and adults with disabilities, and the role of occupational therapy.

Concurrent to these courses, in Semester 5 (Spring), students also take hone their clinical skills for providing OT assessment and intervention for persons across the lifespan in OT 626, *Clinical Skills Integration and Fieldwork 2 Preparation*. This is students' last semester before fieldwork 2 and therefore, this course is designed to facilitate occupational therapy students' review and practice of key clinical skills acquired throughout the academic curriculum in preparation for their competency-based Level II fieldwork experiences. Through guided practice, simulated scenarios, and instructor feedback, students strengthen their core competencies essential for safe, effective, and evidence-based practice. Class sessions focus on critical skill areas including maintenance of safety for self and others, functional mobility techniques, administration of assessments, planning interventions, use of technology in practice, and professional documentation.

Through OT 627, *Enabling Occupational Participation through Assistive Technology*, students synthesize their prior knowledge about the design and use of assistive technology and extend it by thinking more deeply about Assistive technology interventions from high to low assistive technology interventions, as well as to thinking about public policy and funding for assistive technology. Students apply design thinking to their creating a 3D printed adaptive device for a person with a disability or injury. The last course of this 5th semester, students take OT629, *Leadership, Management and Advocacy in Occupational Therapy Practice*. Students explore leadership styles, management strategies, and

advocacy approaches in OT practice. Through case-based learning, team projects, and systems-level analysis, students apply leadership and management principles in real or simulated practice settings. Students participate in OT Advocacy activities at the NY State and/or local level.

In Semester 6, final work for their community development or research is completed. They also take OT635 at the beginning of the summer semester as a 1 credit course that supports their transition to fieldwork 2. This course supports the thread related to competent occupational therapy practice. In this semester, as well as in the semester 7, students participate in fieldwork 2 where they apply what they have learned. Students' fieldwork 2 placements must be in two different practice settings so that they are prepared as generalists for entry level OT practice.

In Semester 7, students take e OT 642, *HealthCare and Education Policy and Access* which helps students think more deeply about how public policy and access has impacted the clients that they have meet throughout the academic curriculum and in fieldwork 2. Students are engaged in reflection and dialogue about the match and discrepancies in the promise and vision of OT and their clinical experiences in the field. Topics related to how policy and related practice regulation influence what they do in practice, related ethical tensions and dilemmas, and the occupational therapist's role of advocacy. Finally, at the end of Semester 7, students participate in the 1 credit course, OT645, *Transition from Student to OTR* which supports their habit of reflection about their experiences and learning across the Iona OT curriculum in the interest of preparing for the next steps in earning the NBCOT certification and OT license and setting OT career goals. The 6th and final module related to entrepreneurship and innovation is embedded in this course. Both OT 642 and OT OT 645 are delivered via distance learning.

Course Schedule

Full Time Curriculum Sequence for the Iona University Graduate Occupational Therapy Program

First Year/ Fall Semester

OT500	Human Anatomy	4
OT503	The Human Musculoskeletal System and Human Movement	4
OT505	Introduction to Occupational Therapy: Occupational Development and Practice Frameworks	4
OT506	The Occupational Therapy Process	3
OT507	Case-Based Learning	2

First Year/ Spring Semester

OT510	Applied Neuroscience	3
OT511	Occupational Engagement and Performance: Adult Medical/Surgical and Neurological Conditions	4
OT515	Occupational Therapy Practice Addressing Orthopedic Injuries, Disabilities, Health Wellness, and Prevention	3
OT516	Occupational Group Process and Leadership	3
OT517	Behavioral and Mental Health: Principles, Assessment and Intervention	3
OT518	Service Learning I: Supporting the Occupational Participation and Performance of Persons with Mental Health Related Needs	1

First Year/Summer Semester

OT520	Evidence Based Practice 1	2
OT521	Technology for Evidence Based Practice	1
OT524	Clinical Skills 1: Splinting and Related Tools for Practice in Adult Rehabilitation	2
OT526	Professionalism	1

Second Year/Fall Semester

OT525	Level 1 Fieldwork in Adult Health Care	1
OT600	Evidence Based Practice II: Research Methods	4
OT601	Frames of Reference for Promoting the Occupational Development, Performance, and Participation of Infants and Children	3
OT605	Clinical Skills 2; Assessment and Intervention Practices in Pediatric Occupational Therapy Practice	2
OT610	Promoting the Occupational Performance and Participation Of the Older Adult	3
OT611	Service Learning 2: Supporting the Occupational Participation & Performance of the Older Adult	1

Second Year/Spring Semester

OT620	School-Based Occupational Therapy Practice	3
OT622	Inclusive Communities: Supporting People with Intellectual and Developmental Disabilities	3
OT 625	Service Learning 3: Supporting the Occupational Part. & Performance of Children in School Based Settings	1
OT626	Clinical Skills Integration and Fieldwork 2 Preparation	1
OT627	Enabling Occupational Participation through Assistive Technology	3
OT629	Leadership, Management, and Advocacy in Occupational Therapy Practice	3

Second Year/ Summer Semester

OT631	Evidence Based Practice III: Community Program Development Or Research	2
OT635	Transition to Fieldwork 2	1
OT636	Fieldwork 2: Placement 1	3

Third Year/Fall Semester

OT640	Fieldwork 2: Placement 2	3
OT642	Health Care and Education Policy and Access * Distance Learning	2
OT645	Transition from Student to OTR *. Distance Learning	1

2.2 Curricular Threads and Distinctiveness



The **threads** that run throughout the curriculum are:

1. **Competencies for Occupational Therapy Practice:**
 - a. Foundations in understanding *occupation*— development, performance and participation.
 - b. Skills for Occupational Therapy *Assessment and Intervention*.
 - c. Developing the habits of *Reflective Practice*.
 - d. Skills in finding, analyzing and synthesizing *Evidence* to support practice
 - e.
2. **Community Engagement and Service**- this thread gives meaning and context for the other threads. Through service, students develop their professional identity and self-efficacy as they work to apply academic learning.
3. **Inter-professional Education (IPE)** - IPE is a “signature feature” of eight professional degree programs at Iona, and therefore an OT program thread. It provides the unique and exciting opportunity for you to learn “with, from and about” seven other professional disciplines while completing your discipline-specific degree. IPE is comprised of four curriculum modules that unfold over 3-4 semesters, most of which are embedded as assignments within your discipline-specific courses. Working in interprofessional teams has been shown to optimize benefits to patients/clients. In order to deliver high quality, person-centered services, today’s healthcare and educational professionals need to know how to collaborate effectively.
4. **Entrepreneurship and Innovation** – this thread supports students’ ability to innovate and creatively solve client problems related to occupational participation and performance, as well as support students’ adaptation and thriving in a changing practice environment. The Graduate Occupational Therapy Program will also collaborate with Iona’s Institute of Entrepreneurship and Innovation so that students develop competencies related to service and product design. Within an appropriate course, each semester, students will participate in modular discussions and activities within the Institute. This will also distinguish Iona’s Graduate OT Program from other local Graduate OT Programs.

Technology has a powerful role and influence of the occupational development, performance, and participation on people throughout the world. Familiarity and ability to use technology is critical in higher education and in all practice environments where an occupational therapist might work. Therefore, **Technology** is a background feature or thread that supports students’ organizing and integration of learning related to each primary curricular thread. Technology is used throughout the curriculum as a tool and support for the integration of learning, as well as a tool for client education, OT assessment,

intervention, and documentation of services. Students will be introduced and will use of variety of technology platforms and tools throughout their OT education.

Evaluation Strategies across the curriculum include:

1. Knowledge and competency-based exams in clinically related courses where students learn skills. This includes midterm and final exams offered through the platform, *EXAMSOFT*. This evaluation strategy assesses knowledge and critical thinking while also preparing students over time for the NBCOT exam.
2. Practical exams and standard patient experiences in Adult Rehabilitation Courses.
3. OT assessment and intervention assignments that will require their application of learning to simulated or authentic experiences with clients at a Service learning or community partner organization such as LIRIC (Learning in Retirement at Iona). Rubrics are used to evaluate these assignments.
4. Integrative Assignments and Projects including those related to Evidence-Based Practice, Population Health in different courses, Community Development projects, and Advocacy. Rubrics are used to evaluate these projects and assignments.
5. Reflection on academic learning, service experiences and Interprofessional Education Experiences and Workshops. Students are evaluated on the completeness and complexity of their reflections on learning and service. Rubrics are created to meet the particular learning objectives for different experiences.
6. Creation of digital stories that demonstrate student learning integration across related academic course work and a specific service-learning experiences. Students create digital stories at the conclusion of their mental health course work and related service-learning experience in Semester 2 and after the community learning experience that is embedded in OT 622, Adolescents and Young Adults with Disabilities. Rubrics are used to evaluate these projects.
7. Reflections on outcomes of entrepreneurial and innovation projects.
8. E-Portfolio of their learning activities and professional development across the program. Rubrics are also used for evaluation.

At the end of this OT program students will demonstrate:

1. Competency related the foundational knowledge of occupational development, occupational performance, and occupational participation.
2. Skills for occupation-based, client-centered assessment of persons across the lifespan.
3. Skills for occupation-based, client-centered interventions for persons, groups, and populations.
4. Skills for finding, analyzing and synthesizing evidence for practice.
5. Habits for reflective practice to support life-long learning and professional development.
6. Professional behaviors for ethical and collaborative OT and interdisciplinary practice.
7. An Innovative, entrepreneurial spirit.
8. A deep appreciation and concern about the occupational participation and performance of communities in addition to individual clients and groups.

2.3 Occupational Therapy Philosophy of Teaching and Learning

Occupational Therapy Philosophy of Teaching and Learning

Consistent with the philosophical base of Occupational Therapy (2017), the Iona University Occupational Therapy program bases its educational environment and curriculum on the belief occupation is the key meaning maker in the lives of individuals, groups, communities and populations. It is a basic human need and a right of all persons, groups, communities and populations to have daily opportunities to participate in meaningful occupations that are supportive of physical, emotional and social health. The nature of the

particular occupations, available environments for participation, the culture, group/personal needs, values, and beliefs of the persons, groups, community or population vary and influence how, when and where individuals, groups, communities and populations participate in their occupations.

Occupational Therapists respect and approach each client of occupational therapy as a unique occupational being with a unique occupational history and profile. An occupational therapist works to understand how the health of their clients, whether a client be an individual, family, group, community or population, is supported by a client's chosen occupations and to identify and help to lessen any barriers to healthy occupational participation. Occupational therapists believe that all of their clients need to be supported in their journey of developing personally meaningful occupations or returning to the occupations that gave their life meaning. This happens through the process of clients having the chance to develop themselves in the present, and to be supported and assisted as needed in adapting tasks or environments in ways that align with their current capacities and goals. To accomplish this, it is important that clients of occupational therapists have or develop self-determination and self-efficacy related to their own occupational participation in order to promote their health and wellness and to decrease the negative impact of any physical or emotional injury, illness or disability.

As developing occupational therapists, it is critical that students are engaged in understanding themselves as occupational beings as well as understanding how the occupations of the groups, communities and populations to which they have been members have impacted health. Working to understand themselves as occupational beings, sharing their developing insights and listening to others share their own occupational experiences supports students expanding and deepening their understanding of human occupation and its power to support or interfere with health and wellness. Students need the opportunity to share their thoughts with others and reflect on the similarities and differences in experience and points of view. As students provide service, it is critical that they reflect on their experiences with others, how they engage with clients, on what services they provided and how they were received.

The Iona University Occupational Therapy Program is also based upon the belief that people learn through active engagement in the teaching and learning environment and process. Students must be engaged in dialogue with academic material and with others within their academic learning environment. Throughout the process of reading, engaging and beginning practice, students deepen the significance of their learning through habit of reflection. It is critical that an instructor make routine use class activities, homework, and formative assignments to support students reflecting and making their thinking about the class material visible. This facilitates each student's awareness of their own personal connections to readings and supports thinking and engagement with ideas as a precursor to learning to control their own cognitive resources of learning. Thinking routines are tools that promote and structure a person's articulation and sharing of their ideas. They may be visual maps or responses to prompts that facilitate a learner deeply exploring, organizing, and synthesizing ideas and concepts that they are learning. For example, the 4 C's thinking routine asks a learner to write about their personal connections to a reading, how the reading challenges their thinking, the key concepts shared, and how a person would need to change relative to attitude, thinking or behavior to apply what the reading shares. support their deeper grasp and ability explain, organize, see relationships among concepts, and apply their learning (Richhart, Church, Morrison, 2011).

Students must have opportunity to practice and apply academic learning in the service of others. The elements and stages of the development of mastery is very important to consider in the practice based academic program such as occupational therapy (Ambrose et al, 2010). The elements of mastery are acquiring component skills, integrating skills and knowing when to apply them. The stages of mastery are first being unconscious of one's incompetence relative to a particular skill, becoming conscious of one's need to develop competence relative to a skill, developing conscious competence where one must think

and act deliberately to perform a skill competently, and then moving to a state of unconscious competence where one can use a skill automatically. An instructor must facilitate students' awareness of their need for skill development and guide them through acquiring component skills to integrating them to knowing when to apply particular skills. By providing opportunities for structured practice in a supported environment such as a classroom or lab students and then opportunities to apply skills in service, students develop mastery of the skills needed for occupational therapy practice, as well as self-determination and self-efficacy related to themselves as occupational therapy student clinicians.

In addition to the scientific nature of occupational therapy practice, there is an art to the practice of OT. The Iona University Graduate Occupational Therapy Program will use digital storytelling as a teaching and learning method, as well as one for assessment and outcome. It is important that occupational therapy education promotes and invites the personal construction of meaning that is supportive of self-knowledge and understanding of others (Goldstein, Kielhofner, & Paul-Ward, 2004).

Through creating a digital story, students make personal connections between their academic learning and theory to their actual experiences in practice is facilitated and then illustrated and shared. Students also further grow their skills for self-reflection, which supports self-knowledge. This is critical for competency as a health professional. (Rossiter & Garcia, 2010)

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., Norman, M.K (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching*. Jossey-Bass.

Goldstein, K., Kielhofner, G., & Paul-Ward, A. (2004). Occupational narratives and the therapeutic process. *Australian Occupational Therapy Journal* (61)3, 119-124.

Ritchhart, R., Church, M., Morrison, K. (2011). *Making Thinking Visible: How to Promote*

Engagement, Understanding, and Independence for all Learners. Jossey-Bass
Rossiter, M. & Garcia, P.A. (2010). Digital Storytelling: A New Player on the Narrative Field. *New Directions for Adult and Continuing Education*, 126 (Summer), 37-48

2.4. Interprofessional Education

Interprofessional Education (IPE) is an innovative competency-based approach to the preparation of healthcare and education professionals for effective interprofessional collaborative practice. At its core, IPE brings students from varied professional disciplines together to “learn with, from and about” one another for the purposes of enhancing the quality of service delivery, improving health and education outcomes, supporting provider well-being, and actively engaging in the pursuit of health and educational equity, while also maximizing cost effectiveness. At Iona, IPE is fully integrated into the discipline-specific curricula of graduate programs in Communication Science & Disorders, Marriage & Family Therapy, Mental Health Counseling, Occupational Therapy, School Psychology and undergraduate programs in Childhood Education, Nursing and Social Work.

Grounded in nationally established Interprofessional Collaborative Practice competencies (IPEC, 2016), instructional IPE modules are embedded in courses throughout IPE students’ curricula to support scaffolded learning and progressive movement toward interprofessional collaborative practice competency attainment. IPE Foundation modules are delivered in the context of fall and spring full-day retreats, which are then followed by training in culturally responsive and affirming practice as well as health and educational equity, Sim-Lab IPE experiences, and opportunities for IPE Field Fellowships.

First Year OT students will participate in the IPE Foundations workshop on Saturday, October 4, 2025 on the Bronxville Campus from 9:30 AM to 4 PM. They will participate in Workshop 2 in Spring 2026 which will also occur on a Saturday in Spring 2026 on the Bronxville Campus. First Year OT students will also participate in a high-fidelity simulation experience with nursing students in Spring 2026 as part of the OT 511, Adult Medical Surgical OT Practice course.

In Fall 2025, second year OT students will participate in IPE high fidelity simulation experience as part of OT 605, Clinical Skills 3 and a second IPE high fidelity experience as part of OT 525, FW1 in Adult Health care. They will also participate in IPE Workshop 3 on Saturday, September 27th, 2025 on the Bronxville Campus from 9:30 – 4 pm.



Big Goals Of IPE:
The Quintuple AIM

- Advance Health Equity
- Enhance provider experience
- Improve service/care outcomes
- Enhance service recipient experience
- Improve cost and effectiveness of care/service

2.5 Hynes Institute of Entrepreneurship and Innovation Collaboration

As previously stated, Graduate Occupational Therapy students participate in at least one Entrepreneurship and Innovation module during each of their academic semesters. These modules are integrated into OT courses and are designed to support students' building their entrepreneurship knowledge base and integrating that knowledge with OT Practice. Each module is collaboratively facilitated by an OT faculty member and a faculty or staff member of the Hynes Institute. Students participate in activities at the Hynes Institute that are course related and are encouraged to participate in co-curricular competitions and events.

The Hynes Institute is an interdisciplinary program that aims to prepare the next generation of entrepreneurs, innovators and leaders to move the world. It ensures that students develop the knowledge, skills and experience required to create, innovate and lead in a global economy.

Under the direction of Endowed Professor and Founding Program Director, [Dr. Christoph Winkler](#), the Hynes Institute has a robust program that provides students with an environment that fosters an entrepreneurial mindset through practice and creative problem-solving across all disciplines and schools.

*The mission of the Hynes Institute for Entrepreneurship & Innovation is to create and foster an **interdisciplinary community** of Iona students who engage in entrepreneurial learning opportunities to develop an **entrepreneurial mindset**. Entrepreneurship is a **universal skill set** that gives our students the ability to take ownership of their learning by identifying and solving the big challenges of our world through innovation. Through the entrepreneurial process, our students are not only able to create a better world for themselves, but also the communities they live and work in.*

The Hynes Institute offers:

- Interdisciplinary curricular focus in entrepreneurship and innovation
- Co-curricular programming such as student clubs, speaker series, workshops, competitions, community engagement, internships, as well as coworking, mentoring and networking opportunities;
- Opportunities to work with Hynes Faculty Fellows, Entrepreneurs-in-Residence, accomplished alumni and visiting entrepreneurs; and access to start-up support, mentorship and funding.

3.0 Academic Policies and Procedures

3.1 Admissions Policies

To be considered complete and eligible for review, an OTCAS application must be verified and all applicable documents must be submitted as indicated in OTCAS and received by the program deadline date. Please allow a few weeks for the OTCAS verification process. Visit otcas.org to begin the application process. For more information about OTCAS application process, go to: portal.otcas.org.

To be a successful candidate for admission to the Iona Graduate Occupational Therapy Program, candidates must:

1. Have a Baccalaureate degree in any field from a regionally accredited institution of higher education before the start date of the program.
2. Have a Minimum undergraduate GPA of 3.0
3. Have completed prerequisite coursework within the last 7 years with a grade of C+ or above. The prerequisite courses are: Anatomy and Physiology I and II (lab component required), General Psychology, Lifespan Development, Abnormal Psychology, Sociology or Anthropology, and Statistics / research design in Behavioral or Health Sciences.
4. Have A Minimum of 40 hours of volunteer or observation experience with an occupational therapist or occupational therapy assistant prior to applying to the Graduate OT Program. Experiences in Community Engaged Service are also recommended.
5. Provide three letters of recommendation (These references should be work, professional or academic references. Letters from family or friends will not be accepted.) Applicants will need to enter the name, title, and email address of the individuals writing the recommendations in the evaluation section of the online application. The persons whom you select to recommend you will receive an email from OTCAS with a recommendation form to be completed online.
6. Provide official transcripts from all colleges and universities attended.
7. Complete the Personal Statement/Essay requirement on OTCAS.
8. Provide all data requested must be submitted for consideration for graduate admission to Iona College via OT Centralized Application Service (OTCAS).
9. Until April 1st or until the program is full, verified, qualified applicants will be sent an interview invitation via email after the OT Program downloads your OTCAS application. A personal interview is required as a part of the admissions process.

International students must submit:

- Transcript evaluation by a [NACES](#) approved evaluation that is compatible with CSDCAS. [See instructions here.](#)
- TOEFL (80 minimum) or IELTS (6.5 minimum) scores. A hard copy of official results must be sent to the Graduate Admissions Office.

3.2 Background Checks

All admitted students are required to have a criminal background check and receive child abuse clearance. Fieldwork sites that require a criminal background check, child abuse clearance, and/or fingerprinting may deny a student's participation in a fieldwork experience because of a felony or misdemeanor conviction or a record of child abuse. Clinical sites may also deny participation in clinical experiences for other reasons such as a student failing a required drug test.

Persons who have been convicted of a felony or misdemeanor may be denied certification or licensure as occupational therapists. Potential students considering entering an occupational therapy educational program and who are concerned about legal issues in their background that may preclude their eligibility to sit for the occupational therapy certification exam, should use the NBCOT's Early Determination Review Process to assess their eligibility. Information may be found at: https://www.nbcot.org/-/media/NBCOT/PDFs/Cert_Exam_Handbook.ashx

3.3 Technical Standards/Essential Functions Policy

Policy Statement

The Graduate Occupational Therapy Program at Iona University's New York Presbyterian Iona School of Health Sciences is committed to educating and graduating highly competent occupational therapists who provide safe, compassionate, and effective services. The nature of occupational therapy requires students to demonstrate a variety of essential functions that span cognitive, physical, communication, and professional domains.

The Program is committed to the education of all qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the essential functions of the Program. The policy complies with the *Americans with Disabilities Act (ADA)* and *Section 504 of the Rehabilitation Act of 1973*.

Students requesting accommodations must register with Iona University's Accessibility Services Office and provide appropriate documentation. The Program will provide reasonable accommodations that enable students to meet program requirements without fundamentally altering the curriculum or imposing undue burden.

Purpose of Essential Functions

Essential functions are the academic, professional, and behavioral requirements necessary to meet Program expectations for admission, retention, progression, and graduation. These functions ensure that graduates are prepared to meet entry-level competencies as generalist practitioners across the broad scope of occupational therapy practice, consistent with the requirements of the Accreditation Council for Occupational Therapy Education (ACOTE) and the AOTA Code of Ethics.

Domains of Essential Functions

The following domains reflect the skills and attributes required to succeed in the classroom, laboratory, community settings, and all Level I/service learning and Level II Fieldwork experiences.

1. Observation Skills

- a. Acquire, perceive, and integrate information presented through lectures, printed and digital materials, visual and auditory media, laboratory experiences, and hands-on demonstrations.
- b. Demonstrate functional use of vision, hearing, tactile sensation, and other sensory modalities to observe clients and educational materials.
- c. Recognize and interpret nonverbal communication, client cues, and environmental factors affecting performance.

2. Cognitive Skills

- a. Demonstrate critical thinking and clinical reasoning to analyze, synthesize, and apply information in complex and ambiguous situations.
- b. Measure, calculate, reason, and retain concepts relevant to the art and science of health care.
- c. Apply theoretical knowledge and current evidence to justify therapeutic interventions.
- d. Comprehend three-dimensional and spatial relationships of anatomical structures.
- e. Apply ethical and legal standards in decision-making.
- f. Demonstrate adaptability, flexibility, and resilience in response to uncertainty, client behaviors, and stressful environments.

3. Communication Skills

- a. Communicate effectively and sensitively with clients, families, peers, faculty, fieldwork educators, and members of the interprofessional health care team.
- b. Produce timely, accurate, and professional written documentation, including medical records and academic assignments.
- c. Demonstrate effective nonverbal, verbal, and written communication, including therapeutic listening and cultural humility.
- d. Receive and provide constructive feedback and collaborate effectively as a member of a team.
- e. Use assistive technologies or interpreters appropriately, if accommodations are granted.

4. Physical Abilities

- a. Demonstrate gross and fine motor skills necessary to provide safe and effective assessment and intervention.
- b. Move into and out of positions (sitting, standing, squatting, kneeling, reaching) in classrooms, labs, and fieldwork settings.
- c. Traverse distances required in clinical and community settings.
- d. Guard, lift, and transfer clients safely; provide balance and mobility assistance.
- e. Use bilateral hand strength, grasp, and coordination to manipulate equipment, tools, and materials.
- f. Exhibit sufficient endurance to sustain activities over a full workday.

5. Professional Responsibility and Behavioral Skills

- a. Demonstrate integrity, empathy, compassion, and respect for others.
- b. Adhere to all policies of Iona University, the OT Program, and fieldwork sites, including professional dress and demeanor.
- c. Exhibit emotional stability and maturity to manage stress, adapt to change, and maintain therapeutic relationships with diverse clients.
- d. Manage time, energy, and organizational demands to meet academic and clinical deadlines.
- e. Take initiative for self-assessment, engage in reflective practice, and respond constructively to supervision and feedback.
- f. Participate willingly in interprofessional and collaborative learning experiences.
- g. Maintain professional readiness for emergencies (e.g., infection control, CPR).

Student Responsibilities Regarding Essential Functions

Students must sign an Acknowledgment Form affirming they have read, understood, and can meet the essential functions with or without reasonable accommodation. Signed forms will be maintained in the student's permanent academic file.

Students who experience a change in health status or abilities during their enrollment must notify the Program Director and/or Academic Fieldwork Coordinator and initiate the accommodation process through the Accessibility Services Office as soon as possible. When performance of essential functions is compromised, students must demonstrate alternative means and/or abilities to meet program expectations.

Appeals and Grievances

If a student disagrees with a determination regarding their ability to meet essential functions, they may file an appeal through the Iona University Student Grievance Process, as outlined in the University Student Handbook.

Limits of Accommodation

The Program will provide reasonable accommodations in accordance with ADA guidelines. However, accommodations cannot: Eliminate essential program elements, fundamentally alter the curriculum, present undue burden to the Program or fieldwork sites, or Compromise client, faculty/supervisor or student safety.

Summary

The Essential Functions Policy ensures that all students, with or without accommodations, are able to meet the rigorous demands of occupational therapy education and practice. These expectations promote professional growth, uphold the standards of the profession, and ensure safe, ethical, and effective client care.

3.4. Attendance Policy

In accordance with the accepted attendance practices in most health care environments, graduate OT students will attend classes and participate in all learning activities. Student occupational therapists are required to notify the course instructor by email or phone at least 2 hours prior to the scheduled class time if attendance is not possible due to extenuating circumstances. In the event of an emergency where prior notification is not possible, students are to contact the course instructor as soon as possible or within 24 hours.

Excused absences

Extenuating circumstances include such life events as illness, family emergencies, death of a family member, or other unexpected circumstances. Students may need to provide appropriate documentation for the absence (e.g. doctor's note, funeral notice). For such circumstances, the course instructor will grant an excused absence. With prior permission, excused absences for educational purposes such as attendance at a professional conference, or participation in a service project such as a camp or mission trip is an excused absence.

3.5. Academic Integrity Policy

Cheating and Plagiarism/Academic Dishonesty

Cheating, plagiarism and other forms of academic dishonesty subvert both the purpose of the University and the experience students derive from being at Iona. They are offenses which harm the offender and the students who do not cheat.

The Iona community, therefore, pledges itself to do all in its power to prevent academic dishonesty, cheating and plagiarism, and to impose impartial sanctions upon those who harm themselves, their fellow students, and the entire community by academic dishonesty.

Faculty members will report all incidents of cheating, plagiarism and academic dishonesty to the dean. Every effort will be made to insure justice in any allegation of intellectual dishonesty. Educational assistance rather than adversarial proceedings may be sought. Sanctions may include failure for the assignment, failure for the course, and in the case of a second offense, dismissal from the University. Any single egregious violation of ethical and professional standards may also lead to dismissal from the University. Students who are given a

failing grade as a result of cheating, plagiarism or academic dishonesty are not permitted to withdraw from the class.

Students who have been guilty of plagiarism or academic dishonesty at any point in their Iona academic career do not qualify for degrees with honor. Students dismissed because of academic dishonesty are not eligible for the Fresh Start policy.

If, in conformity with this policy, a sanction is imposed, students may appeal first, to the professor who discovered the offence; second to the department chair; and third to the academic dean of the division involved. The decision of the academic dean is final. A student has the right to appeal the academic dean's decision to the provost if, and only if, the sanction involves a suspension from class or dismissal from the University. In such appeals, the decision of the provost is final.

3.6 Professional Behavior Policies

1. **Attendance:** Students are expected to attend and participate in all scheduled learning activities at the scheduled times. Students who are unable to attend class due to personal illness or emergency are required to notify the course faculty prior to the scheduled class time. Please demonstrate respect for your faculty and your classmates by being on time for class.
2. **Preparation for Academic Learning Experiences:** Students are expected to complete readings and assignments according to assigned dates/times in order to be prepared for learning experiences.
3. **Class participation** is a critical component all Occupational Therapy courses. As a graduate OT student, you are expected to actively participate in every class. We will work together as professors and students to create a collaborative and respectful classroom environment. Please note that the more actively engaged you are in class discussions and activities, the more you will gain from every class intellectually, clinically, professionally, and personally.
4. **No cell phone or any type of electronic use while in class** except for activities related to the class session. This includes texting, surfing, talking, etc. If you need to make or receive an important call, please exit the classroom to make or receive your call. We highly encourage and recommend that students adhere to class processes (i.e., side conversations should be kept at a minimum) in order to create a collaborative and respectful learning environment for all.
5. **Communication with Course Instructors:** It is your responsibility to address your questions and/or concerns with the instructor. Students are expected to proactively identify any learning challenges or barriers and to discuss these concerns with course faculty so that the challenges or barriers can be addressed in a timely way. Additionally, any questions or concerns occurring between class times, should be directly addressed with course instructors through email, Zoom or in person discussion.
6. **Professional Attire:** Students are expected to portray the appearance of a responsible health care graduate student. Students should dress as appropriate for expected classroom, lab or service-learning activities. Clothing that exposes one's abdomen, chest, or buttocks should not be worn unless specifically requested for lab activity. Hats and clothing with wording or pictures that would be perceived as unprofessional are prohibited. Professional dress is required for activities that include guest speakers or clients and learning activities external to the University. Professional dress is considered business casual. Some community activities include participation in sports or physical activities. Individual instructors will provide more guidance on the type of dress required for specific community service and engagement activities. When participating in any learning experiences that requires engagement with clients or community members, students should make sure that long hair is appropriately tied back, and that fingernails are short (not beyond fingertips).

3.7 Progression and Retention Policy

To progress to the next semester:

1. Maintain a cumulative GPA of 3.0 or more for all semesters of academic work. Students who earn a grade less than a B in any course will be placed on academic probation. Students who receive a grade of C or below in any course will be required to repeat that course. Students who receive more than one grade of C or below will be dismissed from the program. Any student who fails a Service Learning/Fieldwork 1 placement will be placed on probation and will be required to repeat the rotation prior to beginning the next semester.
2. Meet ethical standards and professional behavioral expectations as determined by faculty review and as outlined on the Professional Behavioral Plan.
3. Successfully complete all Level 1 /Service Learning and Fieldwork II experiences
4. Complete Level II fieldwork within 24 months after they complete the academic portion of the OT program. Students will receive the Masters of Science Degree following completion of all academic and clinical requirements of the program.

3.8. New York Presbyterian Iona School of Health Sciences Academic Standing For Graduate Students

Academic Standing

Students must maintain a cumulative grade point average of 3.0. The grade point average is calculated by dividing the number of credit hours attempted into the number of quality points earned. The following quality points are awarded for each credit hour of the corresponding grade: A, 4; A-, 3.67; B+, 3.33; B, 3; B-, 2.67; C+, 2.33; C, 2; F, 0.

Academic Probation

Students who have a cumulative GPA that is below 3.0 (rounding up is not permitted), in any given term, are placed on academic probationary status. They will be informed of this status in writing and asked to meet with their program advisor to determine what courses, if any, should be taken the following term to return to good academic standing, GPA greater than or equal to 3.0 without rounding.

Students on academic probation and enrolled in coursework are expected to return to good academic standing by the end of their first term in this status. Students completing one term on academic probation, who have increased their GPA but have not yet achieved a cumulative GPA of greater than or equal to 3.0 (without rounding), may file an appeal with the Dean's Office to continue a second term on probationary status to achieve good standing. If the student, after two enrolled terms on academic probation, is unable to return to good academic standing, they will be dismissed from the program. Graduate students can take coursework on academic probationary status for a maximum of two terms the entirety of their program.

Specific graduate programs that adhere to licensure and accreditation policies and failure, as defined by the program, are outlined in each program's Student Handbook. For those programs, a failure will result in either a repetition of the class or dismissal from the program. Program policies of accredited and licensure programs will supersede the general academic probation policies found in the University Catalog.

Academic Dismissal

A student who is dismissed for academic reasons may also appeal. All appeals must be made in writing and electronically sent to the Program Director or Department Chair, with a copy to their Dean's office, within 10 days of receiving the letter indicating dismissal from the program. For students in the LaPenta School of Business and on a trimester schedule, please consult the LSB Dean's Office for the deadline for making the appeal.

Appeal

Students who wish to have an appeal considered must provide the following:

1. A formal explanation of the perceived error or other consideration made in the initial evaluation warranting the dismissal.
2. Official and supporting documentation of extraordinary circumstances that they wish to be considered as part of the appeal.

Appeals will be considered by the Department Chair/Program Director and/or the Dean's Office, and students will be notified of the decision rendered.

3.9 Policy and Procedures for Processing Student Complaints and Grievances

The NYP Iona School of Health Sciences' Occupational Therapy Program is committed to maintaining a fair, respectful, and supportive learning environment. Students have the right to express concerns or file formal complaints about the program, faculty, staff, or the learning experience. Complaints will be reviewed promptly, addressed equitably, and handled without retaliation.

This policy applies to complaints not otherwise covered under existing Iona university policies (e.g., grade appeals, discrimination/harassment complaints). Those matters follow separate university procedures. The Iona University Student Handbook can be found at: (<https://www.iona.edu/students/student-handbook>).

Procedures for Processing Complaints

1. Informal Resolution

Students are encouraged to discuss concerns directly with the individual(s) involved when possible, in a respectful manner. If the concern is not resolved, or the student does not feel comfortable with direct resolution, the formal process may be initiated.

2. Formal Complaint Submission

Complaints must be submitted in writing to Dr. Laurette Olson, the OT Program Director. The written complaint should include: the student's name and contact information, date of submission, a clear description of the concern, including relevant details (dates, individuals involved, context), any supporting documentation, the desired outcome or resolution. Students may request a complaint form or may submit by letter/email.

3. Acknowledgement and Review

The Program Director (or designee) will acknowledge receipt of the complaint in writing within 5 business days. An investigation will be conducted, which may include reviewing documentation, interviewing involved parties, and consulting relevant university offices. Confidentiality will be maintained to the greatest extent possible.

4. Decision and Notification

A written decision will be provided to the student within 20 business days of receiving the complaint. The response will outline findings, any actions to be taken, and the rationale for the decision.

5. Appeal Process

If the student is not satisfied with the outcome, they may submit a written appeal to Dr. Kavita Dhanwada, the Dean of the School of Health Sciences within 10 business days of receiving the decision. The Dean's decision is final within the institution.

6. External Complaints

If the student believes the program is not in compliance with ACOTE accreditation standards, they may file a complaint directly with: Accreditation Council for Occupational Therapy Education (ACOTE), American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E Bethesda,

MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA, and its web address is www.acoteonline.org.

7. Record Keeping and Program Improvement

The Program Director will maintain a secure log of all formal complaints and their resolutions. Records will be stored for a minimum of 5 years. The program will review complaint data annually to identify trends and inform quality improvement.

8. Non-Retaliation

Students will not experience retaliation, intimidation, or adverse academic consequences for filing a complaint in good faith.

3.10 Leave of Absence Policy

A LOA may be granted to a student who cannot meet the academic and/or clinical requirements of the program for a period of time not to exceed one year. A LOA with a specified length of time must be approved by the Program Director and the LOA form must be completed and signed by the student and the Dean of the University. The Program Director will provide the student with a written plan of action outlining any requirements for reinstatement into the program at the end of the LOA (i.e., physician's letter indicating satisfactory completion of medical treatment). If the student requires additional time prior to resuming studies the Program Director must reapprove the additional LOA and a new form and plan of action will be completed at that time. If a student takes a LOA after completion of the didactic portion of the curriculum, the student is still required to adhere to the policy requiring completion of Level II Fieldwork within 24 months following completion of academic preparation. The rationale for this policy is to ensure that the student is academically prepared for the fieldwork experience.

3.11 Student Withdrawal and refunds of tuition and fees

A student incurs a legal obligation to pay tuition at the time of registration. A decision by the student to not attend, or to stop attending a course constitutes either a "drop" or a "withdrawal" depending on the timing of the notice to the University. The timing of the notification also determines the tuition charges for which the student will remain liable. For specific Iona University information about withdrawing from a class or all courses, go to <https://www.iona.edu/offices/student-financial-services/financial-policies/withdrawals-and-drops>.

Students may apply for a tuition adjustment/credit if the student drops or withdraws from a course prior to or during the refund period. Fees are non-refundable. A drop refers to the student notifying the University (in writing) of his/her intent not to attend a course prior to the start of the term or session. An official drop releases the student from any tuition liability. Notification (in writing) received by the University after the start of the term or session is considered a withdrawal and adjustments/credits in tuition are as follows:

Refund Policy (Tuition Only)

Regular Session (Fall and Spring Semester, Fall, Winter and Spring Trimester)

<i>Receipt of notification in writing by the Registrar's Office</i>	<i>Percentage of Tuition Credit</i>
Up to 11:59 p.m. on the last day of Add/Drop for the term up until the first day of term	100%
1-7 days - From the first day AFTER Add/Drop for the term (including Saturday and Sunday)	75%

8-14 days - From the 8th day to the 14th day for the term (including Saturday and Sunday)	50%
15-21 days - From the 15th day to the 21st day of the term (including Saturday and Sunday)	25%
22nd day onward	0% (no refund)

Summer Session

<i>Receipt of notification in writing by the Registrar's Office</i>	<i>Percentage of Tuition Credit</i>
Up until the first day of session	100%
1-7 days - From the first day to the 7th day of the session	50%
8-14 days - From the 8th day to the 14th day of the session	25%

3.12 Graduation Requirements

To earn the Masters of Science Degree in Occupational Therapy at Iona University, students must:

1. Maintain a cumulative GPA of 3.0 or more for all semesters of academic work. Students who earn a grade less than a B in any course will be placed on academic probation. Students who receive a grade of C or below in any course will be required to repeat that course. Students who receive more than one grade of C or below will be dismissed from the program. Any student who fails a Service Learning/Fieldwork 1 placement will be placed on probation and will be required to repeat the rotation prior to beginning the next semester.
2. Meet ethical standards and professional behavioral expectations as determined by faculty review and as outlined on the Professional Behavioral Plan
3. Successfully complete all Level 1/Service Learning and Fieldwork II experiences

Complete Level II fieldwork within 24 months after they complete the academic portion of the OT program. Students will receive the Masters of Science Degree in Occupational Therapy following completion of all academic and clinical requirements of the program.

3.13 Licensure and Certification Information (NBCOT and State Licensure)

A. Occupational therapy accreditation

The Iona University Graduate OT Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814.

ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the

results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

B. Certification Examination

The National Board for Certification in Occupational Therapy (NBCOT) administers the national certification examination that is required for entry into the profession. All graduates taking and successfully passing this examination may use the initials OTR, Occupational Therapist, Registered after their name. For all current information about the certification examination and its requirements, contact NBCOT directly at National Board for Certification in Occupational Therapy

One Bank Street, Suite 300

Gaithersburg, MD 20878

301-990-7979

Email: info@nbcot.org

www.nbcot.org

Please be aware that a felony conviction may affect your ability to sit for the NBCOT examination, and subsequently your ability to attain licensure in your state of choice. NBCOT has an early determination program to assess examination eligibility. Go to www.nbcot.org and read the Early Determination & Character Review section for further details.

Licensure

Occupational therapy is regulated in all 50 states, the District of Columbia, Puerto Rico and Guam. In order to be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination, one must graduate from an ACOTE-accredited program. The Masters of Science Program in Occupational Therapy at Iona University is accredited by the Accreditation Council for Occupational Therapy Education ([ACOTE](http://www.acote.org)) and meets the pre-licensing requirements of all 50 states, the District of Columbia and Guam. We recommend that students contact the occupational therapy licensing board of any state, the District of Columbia, Puerto Rico or Guam to determine any other requirements for licensure such as application and licensing fees, criminal background checks. AOTA provides the contact information for each state's Occupational Therapy Regulatory Authority. This can be found at: <https://myaota.aota.org/regulatorycontacts.aspx/>. NBCOT also provides similar information for the Contact for each state's and Puerto Rico's Occupational Therapy Regulatory body at: https://www.nbcot.org/-/media/NBCOT/PDFs/State_Contact_List.ashx

4.0 Academic Expectations

4.1 Course Registration

Online Registration

Use Iona's [PeopleSoft Web Access](#) to log in or type www.iona.edu/peoplesoft in the address line on the web.

To participate in online registration you must:

- Know your PeopleSoft ID and password. If you need assistance logging into PeopleSoft, please contact the Help Desk at (914) 633-2635.
- Check PeopleSoft for your online appointment. This date is the earliest day you can register. [View online registration schedule](#).
- Check to see if you have any holds that block registration (i.e. dean's, advisement, health, student account, financial aid etc.). If you have one of these holds you must work with the appropriate office to have it removed.
- If you have an advisement hold you must see your advisor **prior** to your appointment and have the advisement hold lifted from your account. You cannot register unless this hold is removed from your account.

4.2. Course Grade and GPA Requirements

Students must earn a Grade of at least of C+ in all academic courses. Since OT courses are offered only once per year, this means that if a student fails a course and wishes to continue in the program, they must take a leave of absence for two semesters until the course is offered again.

GPA Requirements

Student performance is reviewed each semester by OT Program Faculty. Students must maintain a 3.0 GPA for each semester enrolled in the occupational therapy program. Students who do not earn a 3.0 GPA for a semester will be placed on academic probation. Students placed on academic probation will be required to meet with the Program Director and their faculty mentor in order to mutually design a plan that spells out the actions the student will take to remediate current performance and return to "good standing" in the department. Students with two semesters earning a GPA lower than 3.0 may be required to withdraw from the program.

Appeals/Grievance Process

Students who have concerns about some aspect of their OT education or who wish to dispute a grade on a test or assignment will first appeal to the faculty member involved. If the matter is not resolved with the faculty member, the student may submit an appeal to the Program Director. A meeting then will be held with the student, faculty member, Program Director.

4.4 Generative Artificial Intelligence Policy

Use of Artificial Intelligence Tools

It is expected that students will use Artificial Intelligence (eg. ChatGPT, Gemini, Claude, image generation tools) during their Graduate OT studies at Iona University. The use of AI for acquiring new knowledge, learning new skills, planning clinical activities, as well as for synthesizing information are becoming common practices for OT clinicians, faculty, and students. Iona University has excellent resources for faculty, staff, and students about the ethical, appropriate use of Generative AI at <https://guides.iona.edu/ai>.

It is important for students to understand that Generative AI applications are not primary sources of information. They will give you responses, but they may or may not be appropriate or correct. They seek information based on algorithms that are not guided by ethics or accuracy. Algorithms process large

amounts of existing data regardless of source context or intent of the original source. This means that an AI response may include data taken out of context or presented inaccurately. Algorithms are trained to present the “average” response to a prompt which means that it may present some experiences over others and may ignore critical perspectives on a topic. It is important that you check what you learn through other sources. You are accountable for the accuracy of your work including working to present information without bias. It is critical that you evaluate the AI output and make the necessary corrections or adjustments before using it in your work.

Unless prohibited by an instructor for particular assignments, AI tools may be used as aids in your writing process, but AI is not a substitute for your original work. Always clearly acknowledge the source of any information or text generated by AI. DO NOT plagiarize or present AI-generated text as original work.

Generative AI uses your content to train its machines. This means that AI tools are not confidential nor are they secure. Be mindful of the information that you submit to ChatGPT. No confidential information such as client information or information about other class members or faculty may be shared within a Generative AI application. ALWAYS PROTECT personal information and privacy when using AI tools.

You **must acknowledge** your use of AI. You may be asked to do this in different ways by your professors. An instructor may require you share your prompts and copy your responses from an AI tool into a separate document. In a completed paper or assignment, you may be asked to include a paragraph at the end of the paper or assignment that explains what you used AI for and where you used it. When using APA style for a paper, please use the following source to properly cite AI use: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>. Failure to properly acknowledge your use of AI is a violation of Iona University and the Graduate OT Program’s academic honesty and integrity policies.

4.5 Classroom Behaviors

OT students are expected to display a clean and groomed appearance, and wear appropriate attire in the classroom, laboratory, and clinical settings at all times.

Students are expected to refrain from “distracting behaviors” when class is in session to maintain a supportive shared learning environment. Examples include but are not limited to:

- a. Using a cell phone (including text messaging)
- b. Using a laptop for tasks unrelated to class notation
- c. Conversing during lectures
- d. Not being ready to begin class on time.
- e. Arriving late and/or leaving early
- f. Sleeping / putting head down on table

OT students may not audio or video record or take a photographic image of classroom/laboratory lectures, discussion, and/or activities and course materials without the advance written permission of the instructor. Any such recordings or images properly approved in advance can be used solely for the student’s own private use.

Purpose: Adherence to the classroom/laboratory recording and imaging policy is necessary to ensure the free and open discussion of ideas.

Procedure: OT students requesting permission to record or take an image of a class/laboratory lecture, discussion, activity, and/or course materials must submit the request in writing to the instructor prior to the start of class on the day of the lecture, discussion, and/or activity. Acceptance of the request (i.e., permission to record or image) will be determined by the instructor.

4.6 Professional Communication

E-mail Communication

All students are required to use their assigned Iona email accounts for all University-related business including electronic correspondence between students and faculty. Students are advised to check their Iona email account on a regular basis.

Email Étiquette

When you send email from your Iona University account, show professionalism and respect for recipients.

1. Include a salutation because an e-mail message sounds unfriendly and curt without it.
2. Include your name at the end of the email.
3. Use standard caps and lowercase characters rather than all upper case or all lower case characters. All lower case may be difficult to follow and UPPER CASE sounds as though you are shouting. Use bold or underline for emphasis.
4. Use appropriate and accurate subject lines to direct the reader to the intent of your email.
5. Write messages with correct grammar, spelling, and punctuation with clear and concise sentences and pay attention to the tone of the message to make sure your message does not sound curt, demanding, condescending, negative, or hostile.
6. Be cautious about humor or sarcasm; since you cannot use your facial expressions and other nonverbal cues, humor and sarcasm may be misunderstood. Use emoticons (such as a smiley face) appropriately. You might avoid using them for professional and outside messages. Avoid using abbreviations (rite-right, u/you, r/are) and acronyms (LOL) for professional e-mails.
7. Do not automatically reply to the sender's message. Delete the old thread or cut and paste relevant parts. Avoid sending the entire thread back and forth.
8. Get permission before forwarding; people may not want their e-mails forwarded to others.
9. Acknowledge receipt. When someone answers your question or accommodates your request, say thank you.
10. Avoid biased language and be respectful of gender, ethnicity, age, or disability.

The use of social media sites is increasingly common. Examples include but are not limited to Facebook, YouTube, Twitter, Instagram, blogs, LinkedIn, Tumblr, WhatsApp, Pinterest, SnapChat, Wikipedia, and podcasts. Social media often crosses traditional boundaries between professional and personal relationships. Therefore, it takes extra vigilance to assure that personal, professional and University reputations are protected. The OT student who publishes information on social media sites is expected to demonstrate professional behavior when doing so. Professional behavior when using social media includes being honest about who you are, being thoughtful before you post, and respecting the purpose of the community where you are posting. When publishing information on social media sites the OT student needs to be aware that information may be public – that is, anyone can see, it can be traced back to you as an individual, and once posted, it can be difficult or impossible to erase. Since social media typically allows two-way communication, there is less control over how information posted will be used by others. Please be aware that protected confidential student and/or patient information may not be shared or posted. All comments, photos, or other information shared via this social media platform should remain appropriate and professional and should in no way infringe upon regulations as stated in FERPA, the Family Educational Rights and Privacy Act. To read more about FERPA, please visit this site: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

4.7 Transportation to Community Engagement, Service Learning and Fieldwork sites

Transportation to fieldtrip sites, community engagement/service learning, experiential learning, and assigned Fieldwork Levels I and II is the student's responsibility. Students often carpool for community engagement/service learning, experiential learning and Fieldwork 1 visits.

At no time during clinical placement are students allowed to provide transportation for patients and clients.

4.8 Use of Technology and Learning Platforms

The Graduate OT Program uses technology to support academic learning and to support OT Practice. Some of the technology platforms that OT students will use across the OT curriculum are:

1. *Taskstream* by *Watermark* is an academic and professional e-portfolio system used to support student learning. Within *Taskstream*, Directed Response Folios (DRFs) provide a structured framework for students to submit reflections, assignments, and artifacts aligned with specific course or program outcomes. DRFs serve as a platform for students to document their growth over time, engage in meaningful reflection, and demonstrate achievement of competencies and professional behaviors. These reflections contribute to both course-level learning and support a continuous cycle of improvement and lifelong learning.
2. *EXAAT* is a clinical education management system used to coordinate and track fieldwork placements and evaluations. For OT students, *EXAAT* provides a centralized platform to access fieldwork site information, submit required documents, and complete evaluations. It supports professional development by helping students stay organized, meet deadlines, and reflect on their fieldwork experiences. *EXAAT* also facilitates communication between students, academic fieldwork coordinators, and clinical educators, ensuring a smooth and supportive fieldwork process.
3. *ExamSoft* is a secure, computer-based assessment platform used to deliver exams, quizzes, and competency assessments. For OT students, *ExamSoft* supports academic success by providing a consistent testing environment that emphasizes integrity and minimizes distractions.
4. *ICE Videos* (Integrating Clinical Education) and *Simucase* are interactive learning platforms that provide OT students with engaging, clinically relevant experiences that bridge classroom learning and real-world practice. *ICE Videos* offer high-quality video demonstrations of occupational therapy interventions across a variety of settings and populations. These videos help students visualize the application of theory to practice, improve clinical observation skills, and explore different therapeutic approaches in context. *Simucase* uses interactive, avatar-based simulations that allow students to assess and treat virtual clients in a risk-free environment. Through decision-making tasks, documentation practice, and feedback, students strengthen their clinical reasoning, develop confidence, and gain exposure to diverse case scenarios they may not encounter during fieldwork.
5. *TrueLearn* is designed to support learning and assessment throughout the occupational therapy academic curriculum—not just for board exam preparation. Integrated strategically across semesters, *TrueLearn* provides students with repeated exposure to clinically relevant content in a quiz-style format that promotes retrieval practice and long-term retention. In early coursework, *TrueLearn* can be used to introduce foundational concepts (e.g., anatomy, professional reasoning, ethics) through low-stakes assessments and self-paced quizzes. As students progress into clinical and intervention-focused courses, *TrueLearn* reinforces application-level thinking by aligning questions with case-based learning and the OT process. In the semester before taking the NBCOT Certification exam, *TrueLearn* is an outstanding review tool to help students synthesize knowledge, target areas for improvement, and build exam readiness.
6. The NBCOT *Evidence-Based Practice (EBP) Tool* is an online resource provided by the National Board for Certification in Occupational Therapy (NBCOT) that helps occupational therapy students and practitioners locate, evaluate, and apply high-quality research to clinical decision-making. It supports second year OT students refine their skills for finding and interpreting research, bridges the gap between classroom learning and clinical application, supports assignments, case studies, and fieldwork preparation, and models how evidence informs ethical, client-centered care.
7. *EHR Go* is an educational electronic health record (EHR) platform designed to simulate real-world clinical documentation and decision-making. For second year occupational therapy (OT) students, *EHR Go* provides a valuable opportunity to build clinical reasoning and documentation skills in a

realistic, interactive environment. Students can engage with diverse, case-based scenarios that reflect the interdisciplinary nature of practice, helping them learn to navigate electronic records, apply the OT process, and understand how documentation supports client-centered care, reimbursement, and communication with other professionals. Using EHR Go enhances students' readiness for fieldwork and future clinical practice.

8. The OT Program's 3D printer which is located in the OT Program Office (Feth Room 203). The OT program's *Raise 3D E2* printer — a high-quality, versatile, and reliable tool allows OT students to learn to design and produce custom adaptive equipment and splints. The integration of 3D printing and design thinking into our OT curriculum is transforming how students learn—and how they see themselves as problem-solvers and innovators. Embedded within a broader curricular thread on entrepreneurship and innovation, this hands-on technology empowers OT students to repeatedly prototype, test, and refine custom adaptive tools for clients with temporary, developmental, or permanent disabilities.

5.0 Professionalism and Professional Development

5.1 Professionalism and Individual Student Professional Development.

Professionalism in occupational therapy is more than appearance or conduct—it reflects who you are, how you serve, and what you stand for as an emerging health professional. To begin the Professional Development process, in OT 505, Introduction to Occupational Therapy, students are introduced to professionalism its foundational elements, and the OT Program’s Professional Development process. Professional development starts with self-awareness. Students learn to regularly evaluate their strengths and areas for growth while practicing self-regulated learning strategies, including: metacognition (thinking about their thinking and learning), habits of self-awareness that guide decision-making), use of faculty and peer feedback to refine skills and setting goals which are realistic, measurable steps for professional growth. Each student maintains a Professional Development e-portfolio on *Taskstream*, an academic and professional portfolio system that provides a structured framework for submitting reflections, assignments, and documenting professional growth over time.

Professional Behavior Assessment and Advising

As part of OT 505, Students also complete the OT Program’s Professional Behavior Assessment. This tool supports students in developing awareness of their professional behaviors and recognizing areas where growth is needed. Students review their self-assessment and first Professional Development plan with their faculty advisor.

Each semester, faculty members evaluate students on their demonstration of professional behaviors in coursework and related activities. If a student is not meeting expected standards in one or more areas, the student will meet with their advisor to discuss concerns and create an action plan to support development. Professional development plan review and refinement is woven throughout the curriculum and is revisited at key points:

Semester 2: OT 518 Service Learning I: Students apply professionalism in community-based service contexts and review, update, and reflect on their PDP in light of fieldwork experiences.

Semester 3: OT 529 Professionalism: Through interactive sessions, students explore OT core values, ethical decision-making, interprofessional collaboration, scholarship, advocacy, and strategies for professional well-being. As part of this course, they develop a new Professional Development Plan (PDP) that articulates their personalized goals and action steps to guide their growth through the remainder of the program and Fieldwork II.

Semester 4: OT 525 Level I Fieldwork in Adult Healthcare – Students review, update, and reflect on their PDP in light of fieldwork experiences.

Semester 5: OT 625 Service Learning III – Students again self-assess and update their PDP, meeting with faculty advisors to discuss progress and receive feedback on their professional development across prior coursework and fieldwork.

This cyclical process of goal-setting, feedback, reflection, and revision is central to both academic success and professional competence. Over time, it supports the development of a strong professional identity—knowing who you are, what you value, and how you contribute to the profession.

Standards for Professional Behaviors

To successfully complete the Iona University OT Program, students must consistently meet standards for the professional behaviors identified in the Professional Behavior Assessment, including: Commitment to Learning Excellence (self-regulated learning), personal responsibility, Social Responsibility, positive professional relationships with faculty, peers, and community partners, effective communication skills, time and stress management skills, maintenance of Safety for self and others, and adherence to Policies and Procedures of the OT program, service-learning sites, and fieldwork placements. In addition, all students are expected to uphold the Iona University Code of Conduct and the AOTA Code of Ethics.

5.2 OT Student Organizations

The Iona University Student Occupational Therapy Association (SOTA) is open to all students in the Occupational Therapy Program as well as any Iona University undergraduate student interested in the profession. SOTA promotes awareness of occupational therapy and advocates for diversity, inclusion, and accessibility through active community engagement. The organization supports academic excellence and fosters personal and professional growth through interprofessional collaboration, entrepreneurship, and innovation.

Each year, the SOTA leadership team and members:

- Establish strategic goals and objectives.
- Meet regularly and maintain meeting minutes.
- Organize and conduct fundraising to support club activities, including sending a student representative to the Assembly of Student Delegates at the AOTA Annual Conference and to the NYSOTA conference.

Leadership Structure:

- **Officers:** President, Vice President, Secretary, Treasurer, Assembly of Student Delegates (ASD) Representative, State OT Association Liaison, Historian, and Faculty Advisor.
- **Committees (optional):** Fundraising, Community Service, Social Media.

Elections:

- At the end of each Spring semester, second-year leaders facilitate the election of the next year's President and Treasurer.
- Vice President and Secretary positions are reserved for incoming first-year OT students, who are introduced to SOTA during Fall orientation. Elections for these roles occur by October 1.

Membership Dues: \$15 per year.

Coalition of Occupational Therapy Advocates for Diversity (COTAD)

The Iona University chapter of the Coalition of Occupational Therapy Advocates for Diversity (COTAD) is committed to promoting diversity, equity, and inclusion in the occupational therapy profession. COTAD empowers and educates future occupational therapy professionals to address health disparities and create meaningful connections between healthcare and community.

Membership:

- Open to graduate occupational therapy students and any Iona University undergraduate student interested in pursuing occupational therapy.

Leadership Structure:

- **Executive Board:** Six graduate OT students.
- **Positions:** Presidential Co-Chairs (must be second-year OT students), Secretary, Social Media Chair, Events Chair, Public Relations Chair, Fundraising Chair.

COTAD engages in awareness campaigns, community partnerships, and collaborative projects to meet the needs of diverse populations and advance inclusivity within the profession.

Pi Theta Epsilon: National Honor Society for Occupational Therapy

Pi Theta Epsilon is a national honor society for occupational therapy students in entry level professional programs. The organization encourages academic achievement and its mission is to promote research and scholarship among occupational therapy students.

5.3 Student Membership in Professional Organizations

American Occupational Therapy Association (AOTA) – *Required*

All students enrolled in the New York Presbyterian Iona School of Health Sciences Occupational Therapy Program are required to maintain an active student membership in the American Occupational Therapy Association (AOTA) throughout their enrollment.

AOTA provides essential professional resources that will be integrated into coursework, assignments, and professional development activities. Membership connects students to national networks, evidence-based resources, and advocacy initiatives that support the OT profession.

AOTA Home Page: www.aota.org

Address:

American Occupational Therapy Association

7501 Wisconsin Ave., Suite 510E

Bethesda, MD 20814-6519

Student Membership Cost: \$78 annually

Key Student Benefits:

- 30% savings on AOTA's NBCOT® Exam Prep—the most comprehensive and effective prep program on the market.
- Digital subscriptions to OT Practice magazine and SIS Quarterly Practice Connections.
- Special student rates to AOTA INSPIRE | Annual Conference & Expo.
- Access to AOTA's online communities for networking and discussion.
- Professional publications, legislative updates, and evidence-based practice resources.
- Discounts on continuing education courses and AOTA store purchases.

New York State Occupational Therapy Association (NYSOTA) – *Encouraged*

Students are strongly encouraged to join the New York State Occupational Therapy Association (NYSOTA) to connect with OT professionals and advocates within New York State. Membership offers opportunities for local networking, professional development, and participation in state-level advocacy efforts.

NYSOTA Website: www.nysota.org

Annual Student Membership Cost: \$ 25

Key Student Benefits:

- Reduced registration fees for the annual NYSOTA Conference.
- Access to professional development workshops, webinars, and continuing education opportunities.
- State-specific legislative and regulatory updates affecting occupational therapy practice in New York.
- Networking with OT practitioners, educators, and students statewide.
- Opportunities to volunteer and gain leadership experience within NYSOTA committees and special interest sections.
- Access to members-only resources and newsletters.

6.0 Health, Safety, and Professional Practice Policies

This section addresses safety, health protocols, and appropriate use of program resources to ensure well-being for students, faculty, and clients.*

6.1 Health and Safety

The health and safety of the student, faculty, guests, and other participants in the Occupational Therapy Program is essential. Faculty and staff will enforce maintaining a safe working and learning environment. Students are also empowered to create a safe working and learning environment by following verbal and written directions; using best practice strategies when working individually or in groups; and complying with OSHA and University work place guidelines. Horseplay or misuse of equipment will result in disciplinary action. Students must use sound judgment with regard to self and others, and adhere to safety regulations. Any broken equipment needs to be reported immediately to the OT Program faculty or OT Administrative Coordinator, and electric equipment should be disconnected from any power source and properly labeled as “out of service”. Students should not operate equipment without reading the operator manuals and/or receiving instruction from the OT faculty.

Students are responsible for assuring that the OT Program Manager (Julia Frampton) and OT Fieldwork Coordinator (Dr. Lauren Telesmanic) has current emergency contact information including names, phone numbers and e-mail addresses for the respective emergency contact persons. This information will be kept electronically in the OT office and should be updated at the beginning of each quarter or when a change is indicated.

6.2 Appropriate Use of Equipment and Supplies – Guidelines for responsible and ethical use of program resources.

Lab Participation Hygiene and Safety Procedures

During lab activities student work in close physical contact with other students and faculty as well use shared equipment (i.e. swings, wheelchairs, evaluation materials).

Students must:

- a. Change in to scrubs for all activities that require physical movement on equipment. Students must change from their street clothes into fresh scrubs each day that they have a lab at Iona University. For tabletop lab activities, students may wear lab coats. (There may be times, when a lab instructor requests that students wear a tank top and shorts for activities that require muscle palpation or the analysis of muscle movement in an activity.)
- b. Put their change of clothing, backpacks, coats and any material not needed for the lab activity in their locker.
- c. Sanitize hands with hand sanitizer upon entering class and intermittently throughout lab sessions before and after touching materials or before working with a new person.
- d. Must sanitize lab materials after using materials as directed by the lab instructor. Some lab materials cannot be immediately sanitized so students will place them in a bin for used materials. At the end of class, all students will collaborate on cleaning materials and areas of the lab as directed by the course instructor.

Equipment Use and Care Guidelines

Caring for equipment and supplies in the labs is an individual and a shared responsibility.
Using mats and equipment

- a. A maximum of three people are allowed on the low mat tables at any one-time, low mat tables have a weight limit.
- b. Unplug all electrical equipment after use (at the end of each class).
- c. Do not stand on the tables unless the activity is related to formal instruction.
- d. Do not place shoes on any vinyl mat surface at any time.
- e. Do not place sharp objects, book bags, drinks, stools or other foreign objects on mat tables at any time.
- f. Do not put feet in chairs.
- g. All tables and mats must be cleaned prior to leaving the classroom.

Using Suspension Equipment in the Pediatric OT Lab

- a. While using the therapeutic swings in simulated activities with classmates or with visiting children is engaging and enjoyable, it is important that maintaining a safe environment is of utmost importance.
- b. No therapeutic swings may be hung up or used without the presence of a faculty member.

Straightening labs

- a. Tidy the lab room after each class.
- b. Put tables and chairs into neat, organized positions. See laminated pictures in the labs.
- c. Place return all pillows, sheets, equipment to their proper place in the lab, shelves or storage room after use.
- d. Use wastebaskets, trash bins, and recycling containers for water bottles, or other debris; or, remove them from the room.

Caring for technology

- a. Turn off the computers/technology at the end of each use—the LCD should be off; the screen should be blank.
- b. Get instruction from your faculty member about how to use equipment; if you are not sure, please ask.
- c. Report technology problems immediately

Taking Responsibility for Maintaining labs

- a. Wipe mats and tables at the end of each class with disinfectant.
- b. Do not bring food into the labs, e.g., candy, snacks, pizza, etc.
- c. Do not bring glass into the lab.
- d. Drinks in plastic or aluminum bottles/containers are allowed

7.0 Student Support

7.1 Information Technology

Information Technology supports the Iona University community by providing support and services in computing, communications, information and wireless network services to students, faculty and staff. We keep you connected so that you can move the modern world.

Through the use of technological resources, the IT department supports the University's programs for teaching, research, student life and administration. We also facilitate an environment that provides individuals with opportunities to achieve competence through experience.

Getting Started with Technology

New to Iona? Everything you need to know to get setup and working has been gathered in one easy spot. Learn how to access your email, personal information, blackboard and much more at:

[Information Technology | Iona University](#)

Help Desk

This is your first stop for help with campus computing. We can assist with everything from getting connected to the Internet to resetting a forgotten password. Find locations, hours and more at:

[Information Technology | Iona University](#)

Computing Facilities

Wireless connectivity is available throughout the campus, including student residence halls. Student computers are available in 36 computing facilities and two campus libraries. Learn more about computing facilities at:

[Information Technology | Iona University](#)

Computer Accounts

A computer ID and password are created for each student at the time of registration. Learn more about computer accounts and how to manage and change your computer password at:

[Information Technology | Iona University](#)

Iona University Libraries

To learn about the full range of library services go to:

[Library Services | Iona University](#)

7.3 Accessibility Services and Accommodations

Accessibility Services Office

The Accessibility Services Office (ASO) at Iona University is committed to ensuring equal educational access and opportunity for all enrolled students. The ASO collaborates with the Iona community to ensure equal access for students with disabilities to its facilities, programs and activities.

Federal law requires that students' requests for academic adjustments, auxiliary aids, and other accommodations be determined on a case-by-case basis. Students entering University who are in need of accommodations, must initiate the request by contacting the Accessibility Services Office. All information and documentation shared with ASO staff remains confidential.

If you are a qualified student with a disability seeking reasonable accommodations under the Americans with Disabilities Act (ADA), you are required to apply for accommodations by contacting the Accessibility Services Office at Access@Iona.edu, or by calling 914-633-2366. The office is located in Amend Hall, GR-05.

Reasonable accommodations are considered on a case-by-case basis and may require students to provide documentation from their Medical Provider to substantiate the requested accommodations. Students granted accommodations by The Accessibility Services Office should either (1) meet with the instructor to present the faculty accommodation letter provided by the Accessibility Services, or (2) send the letter to the faculty member via email. Please be aware that accommodations are not retroactive and a new faculty accommodation letter must be presented to each instructor every semester during which a student needs accommodation.

How to Register for Academic Accommodations:

Students who require accommodations from the Accessibility Services Office must first be accepted to Iona University. Once accepted, new students should follow the steps in order to register for support services from this office. Students may also [contact the Accessibility Services Office](#) to request a [meeting with the Accessibility Services consultant](#) to discuss their past use of accommodations and any disability-related barriers they anticipate while pursuing their degree at the University.

For additional information including eligibility and grievance procedures please visit the [Accessibility Services Office](#) webpage at:

7.4 Counseling and Wellness Resources

Office of Student Success

Through academic counseling and personal support, the Office of Student Success strives to assist students in their adjustment to academic life. We are here to listen and talk through challenges students may face, whether they be academic, social or personal, and provide outreach to students who are struggling with academics and attendance in order to assist them in getting back on track.

The Office of Student Success can guide you toward and connect you with the resources, programs and services that promote a successful transition towards graduation. We work closely with the Samuel Rudin Academic Resource Center, the Comprehensive Assistance Program, the Accessibility Services Office, the Counseling Center, Career Development and the Advising Center.

Together, we help ensure that students reach their full potential and cultivate the necessary skills to become lifelong learners.

For more information, go to:

[Office of Student Success | Iona University](#)

Iona Wellness Center

The Iona Wellness Center is located at 760 North Avenue (next to the New Rochelle Fire Station.)

Iona University is committed to treating our students with the highest quality of care in order to support their personal and academic success. The Iona Wellness Center offers registered students individualized health services provided by licensed, board-certified practitioners. In addition, the Center coordinate with students' primary care providers in the management of chronic conditions. Referrals to local specialists or hospitals are initiated as needed.

[Wellness Programs | Iona University](#)

Below is an outline of various wellness programs that these departments offer. For more detailed information you may contact the departments directly.

Athletics

In compliance with their mission the Athletic department offers many opportunities for student athletes, and non-athletes, to “develop strong mental, physical, and social skills necessary to meet daily...challenges.”

They do this by coordinating:

- the Intramurals Program that fosters healthy competition in individual and team sport activities. Intramural sports include basketball, soccer, flag football, and lacrosse;
- various instruction and sessions on strength and conditioning training, weight training, and proper machine utilization;
- a Division I athletics program and training on all dimensions of wellness for our athletes; and open gym recreation hours for self-directed activity.

[Hynes Athletics Center Policy | Student Handbook | Iona University](#)

Office of Mission and Ministry

The staff of the Office of Mission and Ministry is dedicated to building a community of faith and compassion. We recognize spirituality, and in its' appreciation of life and purpose of existence, that it comes differently to each of us; and in turn offer a multitude of vehicles to find personal spirituality:

- [Community service opportunities](#) both locally and globally;

- Opportunities and venues for quiet prayer, meditation, reflection and discussion;
- [Sunday and daily mass](#), weekly inter-faith prayer opportunities, and retreats for busy people;
- The [Iona Spirituality Institute](#)

[Learn more by visiting the homepage;](#)

[Office of Mission & Ministry | Offices | Iona University](#)

Counseling Center

The Counseling Center provides outreach to the campus community as experts in the field of college mental health by providing the campus with resources, guidance and consultation. Outreach will occur in available direct to student pathways and indirectly through the campus community. The Counseling Center provides guidance and consultation to the campus community on Suicide Prevention, Alcohol and Other Drugs, College Mental Health and Wellbeing, Sexual Assault and Interpersonal Violence Prevention. Each of these content areas is intersectional and constructed through a lens of social justice, neurodiversity, and inclusion. Learn more by visiting the homepage;

[Counseling Center | Iona University](#)

Health Services

The mission and function of the Health Services Department relates to overall student wellness. In addition to meeting the needs of students when ill, the practitioners are available to provide information and guidance regarding health-related issues. Health Services provides a number of proactive initiatives for all students to participate in. Learn more by visiting the homepage;

[Health Services | Iona University](#)

Office of Student Engagement

The Office of Student Engagement, in conjunction with the student wellness team, coordinates wellness programming in a variety of venues on campus. This includes:

- Non-credit aerobic classes including Pilates, yoga, step aerobics, kick boxing, karate, and self-defense;
- Non-credit dance classes including Irish step-dancing, swing dancing, and various forms of Latin dancing;
- A variety of wellness workshops, speakers, discussion groups, the gym buddies program, and running groups;
- Robert V. LaPenta Student Union recreation programming featuring billiards, darts, chess, and ping pong tournaments, and fun “nooner” interactive activities;

A vast array of programs, organizations, and activities are offered to enable students to connect, engage, and relax outside of the classroom. Learn more by visiting the homepage;

[Center for Student Engagement | Iona University](#)

7.5 Campus Safety and Security

The Iona University community has always been characterized by its consistent concern for the welfare of our students, faculty, staff and friends who contribute so much to campus life. The first step to bringing peace and safety to the wider world begins here at home.

Whether you need to obtain an Iona ID or parking pass, report an incident on campus or need other assistance, our trained officers are here to help!

Campus Safety is a 24/7 operation staffed with New York State-licensed security officers who are all employees of Iona University. Officers monitor and patrol campus, inspecting buildings, enforcing traffic and parking regulations, documenting incidents, offering event security and more.

Bronxville Campus

Seiker Hall

Office Hours: Staffed 24 Hours

Phone (914) 654-6100

[Joe Castaldo](#), Director of Bronxville Campus Safety and Buildings & Grounds

Emergency Phone Numbers

Emergencies: 911

Visit the Campus Safety homepage to learn more about Campus Safety and Emergency Response policies.

[Campus Safety | Health, Wellness & Safety | Iona University](#)

Campus Text Notification System

Iona University utilizes Omnilert, a notification system that sends a text message to your cell phone advising you of campus alerts.

All users receive these notifications:

Weather cancellations and delays

Emergency conditions

Changes in parking conditions

Critical issues

[Log in/create your text notification account](#)

[Subscriber Portal - Signup \(omnilert.net\)](#)

7.6 Parking Policies

Driving and Parking:

Procedures have been adopted by the University to insure the safety and convenience of all persons on campus. They apply to all full-time and part-time Iona students, faculty, administrators, staff and visitors using the facilities of the University. Skateboarding, rollerblading/skating and sledding are prohibited on campus to enhance both driving and pedestrian safety. The responsibility for the enforcement of these rules and regulations is assigned to the Department of Campus Safety. See the Iona University website for full details related to parking.

Parking Permits:

- a. All vehicles parked on campus must display a valid Iona University parking permit and park in a legal space. Parking permits are available to all students, excluding resident freshman and sophomores, through the Department of Campus Safety, in the Robert V. LaPenta Student Union. A resident freshman or sophomore may file for a waiver to obtain a parking permit if a hardship exists requiring a vehicle on campus.
- b. Parking permits are non-transferable. There is no fee for the initial parking permit, a replacement permit may be obtained for a fee of \$10.00. A parking permit does not guarantee a convenient parking space and fines are levied on those students who violate Campus Parking and Traffic Regulations. Students must pay all outstanding parking fines in order to register for classes, request transcripts, or be eligible to graduate. You are required to provide your school ID card and a copy of your vehicle registration (from DMV) in order to obtain your parking permit.

- c. **It is important to remember that yellow lined spaces are for faculty and staff only. Students are permitted to park in white lined spaces only.**
- d. A booklet of parking and traffic regulations can be obtained in our office. This booklet and policy are intended to facilitate the flow of traffic and to improve pedestrian safety. Campus Safety is always willing to meet with students to discuss campus safety and personal security issues.

The link below is used to register a vehicle and obtain a parking permit;

[Parking | Iona University](#)

[Iona College - Vehicle Registration Form | Dynamic Forms \(ngwebsolutions.com\)](#)

A vast array of programs, organizations, and activities are offered to enable students to connect, engage, and relax outside of the classroom. Learn more by visiting the homepage;

[Center for Student Engagement | Iona University](#)

7.7 Dining Services

Whatever you crave, you will find it within our on-campus dining options! With an array of choices, flexible hours and convenient locations, our on-campus dining will keep you going.

Our dining services providers, Chartwells Dining Services, is always ready to serve you!

To explore on- campus and off- campus dining options, meal plans, menus, locations and hours of operation please visit the dining services homepage for the most current information.

[Dining Services | Iona University](#)

7.8 Gael Express Shuttle Service

The Gael Express Shuttle is a free Iona University shuttle service that provides transportation for Iona students and employees between the Bronxville Campus, New Rochelle campus, the New Rochelle Transportation Center (Metro North train station) as well as a shuttle that transports students, faculty and employees to and from the the Tuckahoe train station which is closer to campus than the Bronxville Train Station.

All you need to ride the shuttle is your Iona University ID!