

School of Rehabilitation Sciences

Policies and Procedures Manual

Revised September 2024



***College of Health and Human Services
School of Rehabilitation Sciences
Berrien Springs, Michigan 49104
(269) 471-2878***

Dear Faculty and Staff:

Welcome to the Andrews University School of Rehabilitation Sciences in Berrien Springs, Michigan. I, along with the faculty and staff, appreciate the interest you have shown in the programs and we look forward to working with you. Your experience and education will complement that of the core and clinical faculty as we work to prepare young men and women to be future physical therapists who change the world.

In accordance with the Seventh-day Adventist Church, Andrews University desires to provide students with an opportunity for professional occupational and physical therapist education within a conservative Seventh-day Adventist Christian environment. Our desire is that students grow spiritually during their time in our program. We encourage you to share your faith with students; faculty are encouraged to pray with their students and to start class with worship thoughts and prayer. Some faculty have students take turns starting the class in this manner. In observance of the Sabbath, the program facilities are closed from sundown Friday to sundown Saturday; we request you avoid sending electronic communication that can wait and making assignment due dates during the Sabbath hours. Each School of Rehabilitation Sciences Faculty Council Meeting starts with prayer as we earnestly request God's guidance and blessing. Our intent is to educate students for generous service to others with a faithful witness to Christ. We believe it is important for you to understand our mission, "To empower students who dream of becoming excellent physical therapists" – and our Core Values: 1) Family Spirit, 2) Servant's Heart, and 3) Inquisitive Mind. Our mission is achieved and our core values upheld through our uniquely Christian-based program. The DPT and OTD programs faculty, staff, and students have a sense of caring and belonging; we hope you experience this too. We encourage you to share with students how Christ in your life has empowered you to be excellent at what you do, even outside of your professional role.

Finally, we want your experience at Andrews to be a positive one. To facilitate this, the Policies and Procedures Manual was developed and is regularly updated to answer questions you may have with respect to your responsibilities within the School of Rehabilitation Sciences. It will also help you become aware of the university's expectations of you. Please review these materials at your convenience.

If you have any questions regarding your responsibilities, please contact me directly. If you have questions regarding orientation, paperwork, preparation of class materials or reimbursement, please contact the program's administrative assistant, Heather Trutwein, at (269) 471-6033. We trust this experience will be just as rewarding for you as it will be for our students.

Respectfully,



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Introduction to Andrews University

Andrews University was established over a century ago, in 1874, as Battle Creek College in Battle Creek, Michigan—a collegiate program that offered literature, languages, science and mathematics, training for teachers, and theology. Its founders, the visionaries of the young Seventh-day Adventist denomination, believed they should use every avenue to spread the gospel and serve the world, including higher education.

On the brink of a new century, seeking room for expansion and a fresh start, the school moved in 1901 to a beautiful site near the banks of the St. Joseph River in Berrien Springs and was renamed Emmanuel Missionary College. From woods and farmland on which faculty and students built three wooden frame buildings to hold their new school, the campus has grown to a property of 1,600 acres and a complex of academic buildings, residence halls and apartments, and service buildings.

The vision blossomed still further when, in 1959, the Seventh-day Adventist Theological Seminary and a school of graduate studies, together known as Potomac University and located in Washington, D.C., were moved to the campus of Emmanuel Missionary College. The following year the three entities united under one charter bearing the name Andrews University—with an integrated board of trustees, administration and faculty. The name honors John Nevins Andrews (1829–83), pioneer Adventist theologian and intellectual and the denomination's first official missionary to serve outside North America.

In 1974, the undergraduate division of Andrews was organized into two colleges—the College of Arts and Sciences and the College of Technology. The School of Business Administration, which evolved from the Department of Business Administration, was established in 1980. In a similar move, the Department of Education became the School of Education in 1983. The present organizational structure of the School of Graduate Studies was adopted in 1987. In 1993, the Department of Architecture became the Division of Architecture, and in 2012 became a school. It is now the School of Architecture & Interior Design. In 2011, the School of Distance Education was formed to support distance education and educational programs offered at locations across North America and the world. Because of the many international partnerships, the school has been renamed as the School of Distance Education & International Partnerships. Also in 2012, five departments housed in the College of Arts and Sciences together became the School of Health Professions. All of the colleges and schools offer both undergraduate and graduate degrees, except for the Seventh-day Adventist Theological Seminary, which maintains graduate and professional programs only. The only Seventh-day Adventist doctoral research university, Andrews University is also a comprehensive institution of higher learning integrating an exemplary liberal arts and sciences core with six prestigious professional schools and a number of excellent graduate programs.

Rooted in a tradition of visionaries who saw what was possible and enriched by an international and diverse faculty and student body, Andrews University now offers a wealth of choices in degree and certificate programs to prepare its graduates for life in a complex, fast-changing world. The goal of this distinguished institution, however, remains the same—to provide excellent academic programs in an environment of faith and generous service to God and humankind.

Recognizing that students benefit from studying at an accredited institution, Andrews University is accredited by the Higher Learning Commission for programs through the doctoral level, as well as by the Adventist Accrediting Association of the General Conference of Seventh-day Adventists. Professional organizations have accredited specific degree programs of the University and other programs are moving toward accreditation. (Please see the complete listing of university accreditations, approvals, and memberships.)¹

The DPT program is also fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) to offer the doctoral degree in physical therapist education. On average, 100% of those who complete the DPT program pass the licensure exam and 100% of those who seek employment are employed within six weeks.

Please consult with the department chair if you have questions relating to this handbook or the Physical Therapy Department here at Andrews University.

¹ 2023-2024 Andrews University Bulletin, Vol. 112

Introduction to the School of Rehabilitation Sciences

The first MSPT degree was approved by the University Board in 1983. Bill Habenicht was the first Department Chair and program Director of the PT program. The first MSPT class of this three-year program began in July of 1985. The MSPT was accredited in April of 1988, with the first cohort of 23 students graduating in June, 1988.

PT courses were originally taught in various classrooms on campus. In the Fall of 1988, the program moved into the remodeled PT Building, except for the Anatomy Lab, which remained in Halenz Hall in the Science Complex. Wayne Perry was hired from Loma Linda in the Fall of 1994 to be the program director of the Masters of Science in Physical Therapy (MSPT) program on the Berrien Springs Campus. Daryl Stuart was hired from Loma Linda in the Fall of 1993 as program director to start the Masters of Physical Therapy (MPT) on the Dayton, Ohio, campus. This two-year program especially appealed to students who had already earned a Bachelor's degree. The first class graduated in 1996 with 39 students. Bill Habenicht resigned in 2002, and Wayne Perry and Daryl Stuart became co-chairs of the Department of Physical Therapy. In July of 2002, Daryl Stuart resigned, and Wayne Perry became the School of Rehabilitation Science chair. Around this same time, the university consolidated the MPT program in Dayton into the MSPT program in Berrien. In October of 2005, the last Dayton MPT class graduated, after graduating 365 students. Dr. Wayne Perry retired in 2013. Kimberly Ferreira, then the director of clinical education, was hired as the new department chair.

In 2002, the School of Rehabilitation Science followed the APTA recommendation that all PT programs transition curriculum to a Doctor of Physical Therapy degree (DPT). The process to upgrade from a Masters to a Doctoral program transitioned smoothly as the last MSPT cohort completed their requirements. The last MSPT class graduated in 2004 after graduating 568 students. The new DPT three-year program accepted students with a Bachelor's degree, but also accommodated students who had not yet earned a Bachelor's degree. These students follow a 3+3 curriculum: three years undergraduate-level courses to complete prerequisites (Freshman, Sophomore, and Junior years), plus three years in the professional/graduate phase of the program with upper division and graduate courses (Senior plus two years of graduate courses). Students without a Bachelor's degree earn a Bachelor of Health Science: Physical Therapy after two semesters in the DPT program. The first cohort of DPT students started classes in 2002, with 12 students.

In 2002, the Department of Physical Therapy was able to remodel existing classroom space in the Johnson Gym building. This classroom was equipped with new electric hi/lo tables and is dedicated to the School of Rehabilitation Science for the use of Postprofessional and Orthopedic courses. The School of Rehabilitation Science gained valuable lab space in 2008, by remodeling warehouse space from our Custodial Department neighbors. The new space provides ample room for Neuro, Peds and General Medicine labs. The new Anatomy Lab opened in the Fall of 2014, after remodeling additional space from the Custodial Department Warehouse. This brought all PT labs under one roof and the management of one department, with 10 state-of-the-art cadaver stations for our current sized cohort of 40 DPT students.

For three years, between 2001 and 2002, the Department of Physical Therapy offered an Advanced Masters of PT (AMPT). A total of five students graduated from the AMPT program. The AMPT, under the direction of Kathy Berglund, was the precursor to the transitional DPT (tDPT) and Doctor of Science in Physical Therapy. The tDPT offers the bachelor's and master's trained PT the academic coursework necessary to bring them to the equivalency of the entry-level DPT degree. The target audience for the tDPT was originally US and Canadian trained PTs. The DScPT is an advanced terminal doctorate degree which gives the graduate the necessary credentials to teach in physical therapy programs. Additionally, the original focus of the DScPT degree was to create master clinicians in the area of orthopedic manual physical therapy. The tDPT and the DScPT were designed to be hybrid programs with the majority of coursework online with the exception of courses that required hands-on skills. In 2005, the first tDPT and DScPT students graduated.

With the number of bachelors and masters trained PTs who desired the tDPT dwindling, a new initiative was created to meet the needs of the internationally trained physical therapist. In 2016, the tDPT program expanded to offer an on-campus option to physical therapists who were trained outside of the US and Canada. This program quickly grew in rigor as the faculty identified unique academic and clinical needs for the internationally trained PT. Enrollment continues to grow steadily each year and includes physical therapists from Costa Rica, India, Italy, Pakistan, Nigeria, Saudi Arabia, United Arab Emirates. The cultural and ethnic diversity the tDPT students bring has deeply enriched our academic and social experiences as a School.

Another growth initiative began in 2018 with the planning of a new concentration in Women's Health within the DScPT program. The DSc common core still includes manual therapy courses to the COMT level however starting in 2019, the student could choose from the orthopedic manual therapy concentration or the women's health concentration. The orthopedic manual therapy portion of the curriculum is taught by faculty of our partner, ASPIRE OMT. In 2023 a new concentration, Higher Education Teaching was launched to meet the needs for faculty development. The DSc graduates continue to serve their patients as master clinicians and many of them are faculty in entry-level and postprofessional programs across the United States and Canada.

The Physical Therapy Department continued to grow, and in 2019, was approved to be renamed the School of Rehabilitation Sciences to recognize the significant growth in degrees offered and number of students enrolled. With the addition of a Doctor of Science in Occupational Therapy in 2021 and plans to add an entry-level degree program in Occupational Therapy in 2025, this was more than just a new change, it signified a new chapter in the history of PT at Andrews University. The DScOT is designed for Occupational Therapists who desire an advanced terminal OT degree.

The School of Rehabilitation Science currently offers the following degrees or programs:

- Entry-level degree (DPT) for college juniors or graduate students
- Transitional DPT (t-DPT) for PTs who have a Bachelor's or Master's degree in PT
- Doctor of Science (DScPT) for PTs who desire an advanced terminal PT degree
- Doctor of Science (DScOT) for OTs who desire an advanced terminal PT degree

1 MISSION, GOALS AND STANDARDS

1.1 Andrews University Mission

Andrews University, a distinctive Seventh-day Adventist Christian institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.²

Seek Knowledge as they

- Engage in intellectual discovery and inquiry
- Demonstrate the ability to think clearly and critically
- Communicate effectively
- Understand life, learning, and civic responsibility from a Christian point of view
- Demonstrate competence in their chosen disciplines and professions

Affirm Faith as they

- Develop a personal relationship with Jesus Christ
- Deepen their faith commitment and practice
- Demonstrate personal and moral integrity
- Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
- Apply understanding of cultural differences in diverse environments

Change the World as they go forth to

- Engage in creative problem-solving and innovation
- Engage in generous service to meet human needs
- Apply collaborative leadership to foster growth and promote change
- Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church

1.2 College of Health and Human Services Mission

The mission of CHHS is to provide excellence in education for healthcare, wellness, and design professions that foster collaboration, research, and service, thus promoting the healing ministry of Jesus Christ to restore in humanity the image of God.

1.3 College Vision Statement

Global leaders in healthcare, wellness and design.

1.4 School Vision Statement

Uniting Christian values and healthcare education

1.5 School Mission

To empower students who dream of becoming excellent physical therapists.

1.6 School Core Values

Exemplify Christian values through:

Family Spirit

- Advocate for the vulnerable
- Maintain a safe environment
- Work together
- Take responsibility
- Be accountable
- Have fun

Servant Heart

- Live prayerfully
- Lead selflessly
- Listen deeply
- Display compassion
- Model humility
- Show respect

Inquisitive Mind

- Desire life-long learning
- Ask relevant questions
- Integrate knowledge into practice
- Remain contemporary
- Display intellectual courage
- Analyze, produce & apply evidence-based practice

1.7 Entry-Level DPT Statement of Philosophy

The Entry-Level Doctor of Physical Therapy program affirms the mission and values of Andrews University and the School of Health Professions in its desire to educate professionals for generous service to others with a faithful witness to Christ.

² 2016-2017 Andrews University Bulletin, Vol. 105, p. 98

The Andrews University department of physical therapy is committed to excellence in Christian healthcare education by training individuals to become physical therapists that provide evidenced-based service throughout the continuum of care.

1.7.1 The DPT Curriculum Plan Philosophy

The student's comprehensive liberal arts and sciences background provide a base for the DPT curriculum's foundational and clinical sciences. This background will further help students integrate their knowledge into the classroom, clinical environments, and their community.

The DPT curriculum is designed to encourage collaborative attitudes while fostering independent learning. It begins with the foundation sciences and basic assessment and intervention skills and progresses to the more complex systems approach with specialty practice areas and research interwoven where appropriate. The curriculum culminates with the clinical education component. The DPT Program is sensitive to the interests and changing needs of practitioners, clients, families, caregivers, healthcare and educational systems, and to the society at large. This is especially essential within an uncertain healthcare environment, an increasingly accountable higher-education system, and an evolving body of physical therapy knowledge. Critical inquiry within the academic experience enhances the preparation for evidence-based practice as clinicians and contributes to the professional body of knowledge.

It is of utmost importance to instill within the learner the accessibility of the power of Christ. The accessibility of His power is important to utilize not only in their personal life but also within the delivery of care to the clients they serve. The program seeks to prepare the learner to discern the spiritual needs of their clients.

1.7.2 The DPT Graduate Philosophy

Graduates of the Entry-Level Doctor of Physical Therapy program should be knowledgeable, self-assured, adaptable, reflective, and service oriented. Through critical thinking, and evidence-based practice, graduates render independent judgments concerning patient/client needs; promote the health of the client; and enhance the professional, contextual, and collaborative foundations for practice.

The graduate must master the breadth and depth of knowledge in order to address patient needs throughout the life span. These may be manifested as acute or chronic dysfunction of movement due to disorders of the musculoskeletal, neuromuscular, cardiopulmonary, and integumentary systems. The graduate's focus should be to decrease the deleterious effects of health impairments, functional limitations, and disability.

The role of the physical therapist is expanding within a changing healthcare system. Graduates must be prepared for all responsibilities and privileges of autonomous practice and be the practitioner of choice for clients with a physical therapy diagnosis. Graduates will provide culturally sensitive care distinguished by trust, respect, and an appreciation for individual differences.

The graduate must also be adaptable and prepared to participate in a broad spectrum of activities from health promotion through comprehensive rehabilitation while being sensitive to market niches and needs that will arise in the healthcare community.

Compassion should be a driving force in the graduate's work. It is our desire that they follow the example of Christ. As He worked with those in need of physical healing, it states in Matthew 14:14: "He had compassion on them." Specifically, He felt their hurt.

Entry-level doctor of physical therapy graduates have the requisite knowledge and skills to successfully pass the National Licensing Examination, be prepared for autonomous practice, and provide contemporary evidenced-based service throughout the continuum of care. They will be the practitioners of choice for clients with a physical therapy diagnosis and provide culturally sensitive care distinguished by trust, respect and an appreciation for spirituality in healthcare.

1.8 DPT Program Goals

In order to achieve the Physical Therapy Department mission, the DPT program offers professional physical therapy education that:

1. Attracts students who are interested in pursuing a career in physical therapy within a Christian environment.
2. Empowers students to become primary health care providers ready for contemporary professional practice in a variety of settings.
3. Inspires servant leadership in the area of health promotion and advocacy.
4. Endorses evidence-informed practice.
5. Promotes professional behavior consistent with current ethical and legal standards.
6. Develops understanding and respect among individuals from a variety of ethnic, cultural and religious backgrounds.
7. Encourages compassion for the patient/client as a whole person, taking into account physical, mental, spiritual and social needs.
8. Prepares students to communicate effectively with patients/clients, colleagues, health care providers and other community members.
9. Contributes to the physical therapy profession through research and creative scholarship.
10. Facilitates faculty educational and professional development.

1.9 DPT Faculty Goals

In order to provide professional physical therapy education consistent with the program goals, the faculty will:

1. Integrate Christian values into the physical therapy classroom.
2. Connect to their profession through licensure and professional membership.
3. Hold a postprofessional degree at the doctoral level.
4. Cultivate contemporary knowledge/practice expertise in assigned teaching area.
5. Develop, review, and revise the physical therapy curriculum plan collectively.
6. Admit students into the DPT program who have an appropriate balance of prerequisite courses and the ability to successfully complete the DPT program and practice in the profession.
7. Maintain currency in instruction and teaching methods including course content, design and assessment methods.
8. Pursue an on-going scholarship agenda which culminates in the peer-reviewed dissemination of original contributions.
9. Serve the department, university, profession and/or community.
10. Model professional behavior.

1.10 DPT Student Learning Outcomes

In accordance with the Physical Therapy Department mission and program goals, DPT graduates will:

1. Model behavior which reflects Christian values, including an understanding of the role of prayer and faith in the complete healing process.
2. Demonstrate in-depth knowledge of the basic and clinical sciences relevant to physical therapy, both in their fundamental context and in its application within professional clinical practice.
3. Provide primary care to patients/clients within the scope of physical therapy practice.
4. Demonstrate entry-level competency in clinical skills necessary to perform a comprehensive physical therapy examination, and evaluation, establish a differential diagnosis, determine an appropriate prognosis, and establish intervention and/or prevention activities.

5. Understand and value the capabilities of other health care providers and determine the need for referral to those individuals.
6. Participate in practice management including delegation and supervision of support personnel, financial management, business planning, marketing and public relations activities.
7. Possess the critical inquiry skills necessary to evaluate professional knowledge and competencies in relation to evidence-informed physical therapy practice.
8. Demonstrate legal and ethical behavior consistent with professional standards.
9. Demonstrate sensitivity to individual and cultural differences when engaged in physical therapy practice.
10. Demonstrate professional behavior.

1.11 Student Technical Standards of Performance

The intent of the Doctor of Physical Therapy program is to graduate individuals who are prepared for all responsibilities and privileges of autonomous physical therapy practice. Therefore, at the request of the university, students may be required to obtain a criminal background check including fingerprinting or a drug and alcohol test while enrolled in the program, before entering a clinical facility or during a clinical experience. The results of the background check or drug and alcohol test may disqualify certain students from successfully completing the program, being eligible to sit for the National Physical Therapy Exam or practicing as a Physical Therapist in certain states.

To function as a physical therapist at entry-level, students must be able to complete, with reasonable accommodation as necessary, certain psychomotor, cognitive, communication and behavioral skills. If a student cannot demonstrate these skills, it is the responsibility of the student to request appropriate accommodation. The university will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program and does not impose undue hardship such as would cause significant expense or be disruptive to the educational process.

The student must be able to perform at least the following skills safely and reliably while in the DPT program:

1.11.1 Psychomotor Skills:

1. Attend lecture, lab and travel to clinical locations, move within rooms as needed for changing groups, partners and workstations.
2. Physically maneuver in required clinical settings, to accomplish assigned tasks.
3. Move quickly in an emergency situation to protect the patient (e.g. from falling).
4. Maneuver another person's body parts to effectively perform evaluation techniques.
5. Manipulate common tools used for screening tests of the cranial nerves, sensation, range of motion, blood pressure, e.g., cotton balls, safety pins, goniometers, Q-tips, sphygmomanometer.
6. Safely and effectively guide, facilitate, inhibit, and resist movement and motor patterns through physical facilitation and inhibition techniques (including ability to give time urgent verbal feedback).
7. Move or lift another person's body in transfers, gait, positioning, exercise, and mobilization techniques (lifting weights between 10-100+ pounds).
8. Manipulate evaluation and treatment equipment safely, and accurately apply to clients.
9. Manipulate bolsters, pillows, plinths, mats, gait assistive devices, and other supports or chairs to aid in positioning, moving, or treating a patient effectively (lifting, pushing/pulling weights between 10-100lbs).
10. Competently perform and supervise cardiopulmonary resuscitation (CPR) using guidelines issued by the American Heart Association or the American Red Cross.
11. Legibly record thoughts in English for written assignments and tests.

12. Legibly record/document evaluations, patient care notes, referrals, etc. in standard medical charts in hospital/clinical settings in a timely manner and consistent with the acceptable norms of clinical settings.
13. Detect changes in an individual's muscle tone, skin quality, joint play, kinesthesia, and temperature to gather accurate objective evaluative information in a timely manner and sense that individual's response to environmental changes and treatment.
14. Safely apply and adjust the dials or controls of therapeutic modalities.
15. Safely and effectively position hands and apply mobilization techniques.
16. Use a telephone.
17. Read written and illustrated material in the English language, in the form of lecture handouts, textbooks, literature and patient charts.
18. Observe active demonstrations in the classroom.
19. See training videos, projected slides/overheads, X-ray pictures, and notes written on a blackboard/whiteboard.
20. Receive visual information from clients, e.g., movement, posture, body mechanics, and gait necessary for comparison to normal standard for purposes of evaluation of movement dysfunctions.
21. Receive visual information from the treatment environment (e.g., dials on modalities and monitors, assistive devices, furniture, flooring, structures, etc.).
22. Receive visual clues as to the patient's tolerance of the intervention procedures. These may include facial grimaces, muscle twitching, withdrawal etc.
23. Hear lectures and discussion in an academic and clinical setting.
24. Distinguish between normal and abnormal lung and heart sounds using a stethoscope.

1.11.2 Cognitive Skills

1. Receive, interpret, remember, reproduce and use information in the cognitive, psychomotor, and affective domains of learning to solve problems, evaluate work, and generate new ways of processing or categorizing similar information listed in course objectives.
2. Perform a physical therapy examination of a client's posture and movement including analysis of physiological, biomechanical, behavioral, and environmental factors in a timely manner, consistent with the acceptable norms of clinical settings.
3. Use examination data to formulate a physical therapy evaluation and execute a plan of physical therapy management in a timely manner, appropriate to the problems identified consistent with acceptable norms of clinical settings.
4. Reassess and revise plans as needed for effective and efficient management of physical therapy problems, in a timely manner and consistent with the acceptable norms of clinical settings.

1.11.3 Communication Skills

1. Effectively communicate information and safety concerns with other students, teachers, clients, peers, staff and personnel by asking questions, giving information, explaining conditions and procedures, or teaching home programs. These all need to be done in a timely manner and within the acceptable norms of academic and clinical settings.
2. Receive and interpret written communication in both academic and clinical settings in a timely manner.
3. Receive and send verbal communication in life threatening situations in a timely manner within the acceptable norms of clinical settings.
4. Physical Therapy education presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to communicate quickly, effectively and efficiently in oral and written English with all members of the health care team.

1.11.4 Behavioral Skills

1. Maintain general good health and self-care in order to not jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings.
2. Arrange transportation and living accommodations to foster timely reporting to the classroom and clinical assignments.
3. Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental, and behavioral safety of clients and other individuals with whom one interacts in the academic and clinical settings and to be in compliance with the ethical standards of the American Physical Therapy Association.
4. Sustain the mental and emotional rigors of a demanding educational program in physical therapy which includes academic and clinical components that occur within set time constraints, and often concurrently.
5. Demonstrate professional behaviors and a commitment to learning as outlined in Section 3.

2 OPERATIONS

2.1 Faculty & Staff

Below are the professors and support staff for the School of Rehabilitation Sciences:

School Chair & DPT Program Director,
DScPT Director

Kim Ferreira, PT, PhD

Associate Professor
269-471-6033

Director of Clinical Education:

William Scott, PT, MSPT

Assistant Professor
269-471-6034

Curriculum Coordinator

Michelle Allyn, PT, DSc, CMPT, COMT

Associate Professor
269-471-3160

Orthopedic Coordinator:

Greg Almeter, PT, DSc, OCS, CMPT

Associate Professor
269-471-6552

Clinical Science Coordinator

Gerson DeLeon, PT, DPT

Assistant Professor
269-471-6076

Behavioral Science Coordinator:

Nathan Hess, PT, DPT

Assistant Professor
269-471-6372

Research Coordinator:

Sozina Katuli, MPH, DrPH

Associate Professor
269-471-3588

Foundation Science Coordinator:

Ryan T. Orrison, PT, PhD, OCS

Associate Professor
269-471-3206

General Medicine Coordinator:

Letrisha Stallard PT, DPT

Assistant Professor
269-471-6073

Postprofessional Research
Coordinator, Postprofessional DPT
Director:

Betty Oakley PT, DHSc

Associate Professor
269-471-6301

Neurology Coordinator:

TBA

Professor
269-471-6491

Postprofessional DScOT Director/
OTD Director

Dovison Kereri, OT

269-471-6470

Academic Fieldwork Coordinator,
OTD Program

Lisa Royster, OT

269-471-6053
240 983-8156

Admissions Coordinator & advisor:

Cristina Wilson, BSN

269-471-6490

Administrative Assistant:

Heather Trutwein

269-471-6033

Operations Assistant & Clinical
Education Assistant:

Autumn Mincinoiu, BA, BA

269-471-6061

Postprofessional Operations
Coordinator & Advisor

Michele Keyes, MA

269-471-6305

2.2 Policies and Procedures Manual

Faculty, staff and students in the School of Rehabilitation Sciences are governed by the policies and procedures of Andrews University as documented in the Andrews University Working Policy, Employee Handbook, Procedure Manual or Student Handbook. This manual along with its related program handbooks are a compilation of policies and procedures that have been developed by the School of Rehabilitation Sciences of Andrews University, specific to our professional education needs. It is intended to supplement (not replace) those of the university. These policies are in recognition of our responsibilities to the faculty, staff and students as well as to the future patients/clients who will be treated by our graduates.

Policy – a statement setting forth criteria identifying what activities will be carried out; identifies the acceptable level of practice; reflects professional standard.

Procedure – Defines policy implementation; identifies course of action to be taken.

This manual is a dynamic document. It is intended to serve as a reference for faculty, staff and students in the DPT & OTD Program. Individual policies will be modified or added based on revision of university, college, or accrediting body policies, practices or on identified need. Modifications or additions may be brought before the faculty at any time, during a regularly scheduled faculty meeting. As the governing body of the program, faculty must vote on any additions, deletions, or modifications.

It is the responsibility of each faculty and student member to read, understand and abide by pertinent school policies and procedures as well as college and university policies and procedures.

The manual in its entirety is reviewed annually by the Physical Therapy/Occupational Therapy core faculty.

2.2.1 Purpose of Policies and Procedures

- To protect the rights, privacy, dignity and safety of all individuals associated with the program, with specific reference to the chair, the academic faculty and staff, and the students.
- To guide the faculty, staff and students in their behaviors.
- To further the mission and goals of the school.

2.2.2 Related Handbooks

Several handbooks have been developed as companions to this manual. They are tailored for and distributed to the audience they serve. The reader is expected to acquaint him/herself with the information given within. These handbooks are found in G:\COMMON Handbooks also available through the School of Rehabilitation Sciences office.

- **Associated Faculty Handbook**
- **DPT Student Handbook**
- **DPT Clinical Education handbook**
- **OTD Student Handbook**
- **OTD Fieldwork Handbook**
- **Postprofessional Student Handbook**

2.3 Admissions:

2.3.1 Entry-level DPT Program

The DPT program goal is to accept 40 students in each cohort.

2.3.1.1 DPT Admissions Requirements

The minimum requirements to be considered for admission are:

1. Department-calculated minimum Science and Core GPA of 3.4 in [prerequisites](#)
2. For non-English educated students: minimum iBTTOEFL score of 80 or IELTS of 6.5.
3. Completion and submission of application in PTCAS including all the required components (ie recommendation letters, observation hours, transcripts etc.)
4. Completion of a minimum of 50 hours supervised by a licensed PT in 3 different settings; minimum 10 hours in an in-patient acute care or hospital setting.

2.3.1.2 Application Timeline

Students interested in the DPT entry-level program must apply via the online application service found at www.ptcas.org. The admissions cycle begins each year on July 1. The application deadline for the AU entry-level PT program is October 15, but eligible applicants will be considered on a "rolling admissions" process beginning as soon as applications are received from PTCAS. The rolling admissions applicant class size timeline is based on the combined Science and Core GPAs. All application prerequisite requirements are to be submitted by July 1 of the admissions cycle.

2.3.1.3 DPT Acceptance

Once a decision is made, the student will receive a phone call and email from the admissions director, informing the student of the decision of the Faculty Council. If the student is accepted, the acceptance will be provisional until the GRE, observation hours, and final prerequisite transcripts, have been received. At that time the acceptance will become regular. Included with the provisional acceptance email will be a list of missing documents or prerequisite courses, the date the confirmation deposit is due in the Admissions Office and directions on how the student can view the DPT Student Handbook prior to submitting their deposit.

Students who have been accepted will also receive a series of emails outlining additional information needed to prepare them to enter the DPT program. These emails include financial aid, housing, curriculum information, and a schedule for the professional program.

2.3.1.4 Deferment

1. Deferment is normally awarded for only one year to an applicant who has been accepted into the professional program. Deferments are usually given for a student to serve as a student missionary and for major life events such as a death in the immediate family, or a personal event such as the birth of a child.
2. Any other deferments must be approved by the Physical Therapy Faculty Council.
3. A plan must be in place with the admissions director for completion of any admissions requirements before the deferment is accepted.
4. A confirmation deposit must be in place to hold the deferred applicant's position for the next year.
5. The Admissions Office must be informed of a current postal and email address and phone numbers where the applicant can be reached during the deferred year.

6. Deferred applicants must confirm to the admissions director, in writing or by email, of their intention to return to take their place in the following cohort. This written notice must be received by March 31 of the following cycle, or that seat will be given to another applicant.
7. Students who defer are counted as part of the 40-student cohort for the following admission cycle.

2.3.1.5 Early Assurance

Early Assurance applies to Andrews University Freshman who meet the following criteria:

1. Enroll during their first semester as a freshman to Andrews University School of Health Professions as a pre-physical therapy major.
2. Complete at least 90% of prerequisite course work at Andrews University (See the [DPT Prerequisite](#) Course List) while attending full time.
3. Complete 50 observation hours in three practice settings and submit documentation.
4. Uphold university standards and display professional behavior.
5. Earn a minimum Science and Core GPA of 3.4.
6. Have no repeats.
7. Attend all pre-PT assemblies.
8. Submit application via www.ptcas.org by March 15 deadline.
9. No confirmation deposit is required.

2.3.2 Entry-level OTD Program

2.3.2.1 OTD Admissions Requirements

The minimum requirements to be considered for admission are:

1. Minimum GPA of 3.0 with proof of satisfactory completion with at least a "B-" grade from an accredited institution is required for each prerequisite course.
2. For non-English educated students: minimum iBTOEFL score of 80 or IELTS of 6.5.
3. Completion and submission of application in [OTCAS](#) including all the required components (ie recommendation letters, observation hours, transcripts etc.)
4. Completion of 20 hours supervised by a licensed OT is strongly recommended.

2.3.2.2 OTD Application Timeline

The OTD program is scheduled to start in Fall 2025, pending ACOTE approval. Students interested in the OTD entry-level program must apply via the online application service found at www.otcas.org. The admissions cycle begins each year in mid-July. The application deadline for the AU entry-level OTD program is the first week of June, but eligible applicants will be considered on a "rolling admissions" process beginning as soon as applications are received from OTCAS. The rolling admissions applicant class size timeline is based on the GPA. All application prerequisite requirements are to be submitted by July 1 of the admissions cycle.

2.3.2.3 OTD Acceptance

For the inaugural cohort, once granted approval by ACOTE, students will be notified they are accepted. This is anticipated in April 2025. For all cohorts, once a decision is made, the student will receive a phone call and email from the admissions assistant, informing the student of the decision of the Faculty Council. If the student is accepted, the acceptance will be provisional until all the admissions requirements have been met. At that time the acceptance will become regular. Including with the provisional acceptance email will be a list of missing documents or prerequisite courses, the date the confirmation deposit is due in the Admissions Office and directions on how the student can view the OTD Student Handbook prior to submitting their deposit.

Students who have been accepted will also receive a series of emails outlining additional information needed to prepare them to enter the OTD program. These emails include financial aid, housing, curriculum information, and a schedule for the professional program.

2.3.2.4 Deferment

1. Deferment is normally awarded for only one year to an applicant who has been accepted into the professional program. Deferments are usually given for a student to serve as a student missionary and for major life events such as a death in the immediate family, or a personal event such as the birth of a child.
2. Any other deferments must be approved by the School of Rehabilitation Sciences Faculty Council.
3. A plan must be in place with the admissions director for completion of any admissions requirements before the deferment is accepted.
4. A confirmation deposit must be in place to hold the deferred applicant's position for the next year.
5. The Admissions Office must be informed of a current postal and email address and phone numbers where the applicant can be reached during the deferred year.
6. Deferred applicants must confirm to the admissions coordinator, in writing or by email, of their intention to return to take their place in the following cohort. This written notice must be received by March 31 of the following cycle, or that seat will be given to another applicant.
7. Students who defer are counted as part of the 25-student cohort for the following admission cycle.

2.3.2.5 Early Assurance

Early Assurance for the OTD program will begin with incoming freshmen fall 2025 who meet the following criteria:

1. Enroll during their first semester as a freshman to Andrews University School of Health Professions as a pre-occupational therapy major.
2. Complete at least 90% of prerequisite course work at Andrews University (See the [OTD](#) prerequisite Course List) while attending full time.
3. Complete 20 observation hours in three practice settings and submit documentation.
4. Uphold university standards and display professional behavior.
5. Earn a minimum Science and Core GPA of 3.4.
6. Have no repeats.
7. Attend all pre-OT assemblies.
8. Submit application via [OTCAS](#) by June 15 deadline.
9. No confirmation deposit is required.

2.3.3 Postprofessional Programs

The [Post Professional Doctor of Physical Therapy \(PP-DPT\)](#), the [Doctor of Science in Physical Therapy \(DScPT\)](#) and the [Doctor of Science in Occupational Therapy \(DScOT\)](#) programs are designed to provide practicing physical and occupational therapists with the opportunity to obtain Postprofessional studies and an advanced clinical doctoral degree in the field of their discipline without the need to terminate or significantly change their regular employment or lifestyle. Classes are either taught in a short-course format of no more than six days per session, or by distance learning. An abbreviated version of some courses is available to therapists as continuing education units (CEUs).

2.3.3.1 Post Professional Doctor of Physical Therapy (PP-DPT)

The [Post Professional Doctor of Physical Therapy \(PP-DPT\)](#), formerly known as tDPT, is designed to provide advanced learning for practicing physical therapists in the US and around the world. The PP-DPT students will enhance their skills in medical screening,

differential diagnosis, clinical leadership and administration, imaging and laboratory science, therapeutic exercise prescription, education and research. This degree transitions the clinician to the academic standard of the entry-level DPT graduate and truly trains the clinician to become a direct access practitioner. The minimum requirements to be considered for admission are:

1. Hold the equivalent of a 4-year United States Bachelor's degree from an approved school of physical therapy.
2. Must be a licensed physical therapist in country of origin or residence.
3. One year of physical therapist employment experience preferred before application.
4. Submit all requirements of the graduate application, including a portfolio, references and transcripts.
5. For non-English educated students: minimum iBTOEFL score of 80 or IELTS of 6.5.

2.3.3.2 Doctor of Science in Physical Therapy (DScPT)

The [DScPT degree](#) is an advanced degree designed to enhance the skills of the physical therapist clinician and educator. Working with our partner ASPIRE and respecting the importance of fundamental principles of orthopedic manual therapy, each graduate will be recognized as a Certified Orthopedic Manual Therapist (COMT). Graduates of the DScPT program are primed for teaching in a university setting, contributing to scholarly research, as well as leading the profession in evidence-based clinical practice. In addition to the COMT, the student will choose a concentration in Higher Education Teaching or Orthopedic Manual Therapy. The Higher Education Teaching concentration prepares the student to teach in higher education, including DPT and Postprofessional PT programs. In the Orthopedic Manual Therapy concentration, our partnership with ASPIRE provides students the opportunity to gain the designation of SMT (Spinal Manipulative Therapist) and be ready to practice as a master clinician.

The minimum requirements to be considered for admission are:

1. Applicants must have graduated from an approved school of physical therapy in the United States or Canada with an equivalent of a four-year US bachelor's degree.
2. Hold current licensure as a physical therapist in U.S. or Canada.
3. Two years of experience working as a physical therapist prior to applying preferred
4. Submit all requirements of the graduate application, including a portfolio, references and transcripts.

2.3.3.3 Doctor of Science in Occupational Therapy (DScOT)

The [DScOT](#) prepares clinicians to be practice scholars who teach both in higher education and the clinic, to be leaders and agents of change in healthcare, and conduct applied research. This degree combines the scientific study of human occupation, in conjunction with education and leadership to create a holistic view of the relationship between occupations, occupational beings, health, and everyday life experiences. Most of the core courses are taken with other health professions students, creating a rich interdisciplinary perspective. The main focus of the program is to empower clinicians to become educators and leaders who integrate the science of occupational participation and engagement into communities, corporations, and academics. The overarching goal is to develop therapists who have a personal interest and commitment to the growth of the profession, research, and education.

The minimum requirements to be considered for admission are:

1. Applicants must have graduated from Graduated from an [ACOTE](#) or [WFOT](#) accredited program with a minimum 3.0 GPA.
2. Hold current licensure to practice occupational therapy.
3. Two years of experience working as an occupation therapist prior to applying preferred
4. Submit all requirements of the graduate application, including a portfolio, references and transcripts.
5. For non-English educated students: minimum iBTOEFL score of 80 or IELTS of 6.5.

2.4 Staff Requirements

AU SRS staff will be sufficient in number and qualifications to meet the operational needs of the School of Rehabilitation Sciences.

DPT staff positions will include an administrative assistant, an operations & clinical education assistant, and an admissions coordinator.

OTD staff positions will include an administrative assistant, an admissions assistant, and a fieldwork education assistant.

PP-PT staff will include an operations coordinator/advisor.

2.5 School and Programs Staff Personnel

A School of this magnitude has several major areas of operation that require concentrated administrative attention. The Staff in the School of Rehabilitation Sciences each have specific administrative responsibilities vital to the day-to-day operations of the school and the programs on this campus.

2.5.1 DPT Administrative Assistant SUMMARY

Supports the school Chair and DPT program director in providing quality physical therapist educational programs at AU by providing comprehensive assistance with the accreditation, assessment, administration and management requirements of all department programs. This person also functions as team leader for the office support staff and assists in other department functions as assigned. Major responsibility and authority are carried in the following areas.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

Administrative:

50 %

- Assists with assessment, accreditation activities and coordinates the collection of all material for both American Physical Therapy Association's Commission on Accreditation in Physical Therapy Education (CAPTE) and Higher Learning Commission (HLC) accreditation documents. Assists the Department Chair in monitoring all activities required by these accrediting bodies. These include annual reports, progress reports, self-study reports and surveys.
- Coordinates a variety of duties in which discretion and judgment concerning the procedures/policies to use/follow are required.
- Disseminates information that may require explanation and interpretation of established university and departmental policies and procedures, and directs individuals to sources of additional information.
- Maintains electronic and hardcopy program files: curriculum, student academic, faculty/staff personnel and accreditation files.
- Maintain, modify and update program databases and mailing lists using Microsoft Access and Excel.
- Assists IT and IMC to maintain and update the Program's website.
- Assists in the search, recruiting, onboarding activities and orientation of new staff and faculty. Creates and updates the *Curriculum Review* book and organizes Curriculum Committee meeting.
- Creates 3-year program Class Calendar and Curriculum Outlines for each class.
- Coordinates the information between department and university administration.
- Coordinates and schedules appointments for the Chair.
- Manages correspondence for the Chair and briefs Chair on information from faculty, staff and students and outside agencies and organizations.
- Carries primary responsibility for the format and proof-reading of all printed documents.
- Assists the Chair in arranging in-services and faculty/staff development activities.
- Coordinates and processes all faculty licensure, professional memberships and convention registration.
- Assist the Chair by updating the following handbooks: *DPT Student Handbook*, *Associated Faculty Handbook*, and *Policy and Procedures Manual* as necessary.
- Submits revisions for all bulletin copy and class schedule information.

- Assists Chair in monitoring the academic standing of DPT program students.
- Manages all arrangements, confirmation, and financial paperwork for all associated faculty, guest instructors and lab subjects.
- Ensures *Course Syllabi* for core faculty is uploaded into iVue prior to the beginning of each academic term and *Course Syllabi* and all course materials are saved in G drive and in hard copy in curriculum drawer.
- Coordinates the annual update of curriculum vitae and abbreviated resumes for all core faculty and guest lecturers.
- Coordinates, collects and tallies Course Evaluations and distributes appropriately after Chair's approval each semester.
- Prepares and processes annual faculty evaluations.
- Prepares and processes annual Alumni Survey and formats results for the Curriculum Committee.
- Prepares and processes annual Graduate Exit Survey.
- Answers telephone inquiries and relay to appropriate persons.
- Manage and administer social networking of the department, for example Facebook.
- Assist the department in times of crisis or when unexpected urgent matters arise.
- Other related duties as assigned by Department Chair and/or Program Director.
- Performs tasks in cross-trained areas as needed.

Financial:

20 %

- Provides regular updates on all the following essential financial duties to the School Chair.
- Generates, reconciles and monitors program budgets for the purpose of maintaining accurate account balances.
- Inventories and validates all department expenses as per CAPTE accreditation requirements.
- Prepares department contracts and coordinates the reimbursement process for all associated faculty, guest lecturers, graduate assistants and lab subjects.
- Reconciles and processes program expense reports per department record management guidelines.
- Coordinates financial arrangements and department budget for graduate assistants.
- Manages department petty cash in Program Office.
- Monitors student club accounts and initiates disbursement to class accounts.
- Advises and assists with financial processes for the Graduate Banquet.
- Processes graduate student research reimbursement.
- Monitor online and in-house sources for scholarship opportunities for students and faculty; coordinate and process student scholarship awards.
- Processes donations and disbursements of private gifts and contributions.

Student Services/Activities:

10 %

- Handles specific student concerns and assists students to make appointments with the Chair, faculty and/or their respective advisors.
- Assists with registration and orientation day activities for first-year students in the professional program.
- Assists with graduation events and the preparation of necessary materials.
- Maintains an up-to-date file of scholarships available for physical therapy students.

Committee Assignments:

10 %

- Serves as recording secretary for the:
 - DPT Physical Therapy Faculty Council (voting member as staff representative)
 - DPT Admissions Committee
 - DPT Curriculum Committee
 - DPT Professional Degree Council

SUPERVISORY RESPONSIBILITIES

10 %

- Serves as team leader for the full-time support staff.
- Manages graduate assistants and student workers.

2.5.2 School Operations & DPT Clinical Education Assistant

SUMMARY

Supports the School Chair and the Director of Clinical Education in providing quality physical therapist educational programs at Andrews University, by assisting with the organization and management of the day-to-day operations of the School and the clinical education component of the DPT and tDPT programs. This person carries major responsibility and authority in the following areas, and other functions as assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

Operations:

70%

- Serves as primary School receptionist and triage.
- Maintains operation files per School records management guidelines.
- Prepares School class lecture and laboratory schedules - dates and times including, exams, seminars, holidays, recruitment fairs, special tests, etc.
- Coordinates Orientation Day activities for the School and prepares necessary materials.
- Maintains appropriate records for equipment checkout. Ensures that the building and equipment is safe and remains in good working order.
- Coordinates School events/social activities.
- Maintains updated Materials Safety Data Sheets in manuals for the office and labs.
- Manages & assists contract teachers with scheduling and other programmatic needs in the event the track coordinator is unable.
- Schedules locations for special accommodation testing.
- Technology Coordinator- assists faculty with classroom technology resources and set-up as needed.
- Assists School Chair in maintaining and updating School webpages (schedules, and employee photos).
- Manages DPT social media platforms
- Oversees distribution of mail to faculty, staff and students.
- Briefs the Chair on information from faculty, staff and students.
- Orders, receives and maintains teaching and office supplies for School.
- Ensures office equipment and service contracts are maintained.
- Oversees usage and maintenance of PT building and submits work orders when needed.
- Manages building card access system and lock down for building security.
- Manages room bookings and rentals.
- Responsible for security, opening, and locking up the PT building or, when not available, designating a faculty or staff member.
- Maintains and inventories storage areas.
- Oversees student worker's maintenance of School bulletin boards.
- Serves as back-up recording secretary for Faculty Council.
- Monitors program office and student lobby photocopiers and initiates service calls.
- Maintains the Physical Therapy School library.
- Supervises student workers and graduate assistant direct reports.
- Assists students with their day-to-day specific needs in the program.
- Works with the Admissions Coordinator to contact and assist each new student in the incoming DPT class.
- Advises students on registration process.
- Verifies students are registered in Registration Central each semester. Alerts Chair of those who are still not registered after sending several reminders.
- Assigns faculty advisors and student laboratory sections.
- Gives building access to students and faculty through ID card system.
- Assigns student lockers, mailboxes, and School keys.
- Process all School purchase orders and non-teaching related check requests and processes invoices for payment.
- Prepares graduation paperwork for graduate students (ATC and Project Completion); reminds 3+3 students to complete graduation application for Bachelor's degree.
- Arranges for photographer to photograph students for; composition photos, clinical bio sheets and database.
 - Processes paperwork for program office and lab equipment service contracts.
 - Processes applications and payment for student APTA memberships
- Occasional weekend work may be required, particularly during graduation events.

Clinical Education:**30%**

- Organizes and maintains electronic filing system for accreditation documents related to Clinical Education in department G drive.
- Works with and maintains data management for clinical education program.
- Maintains clinical faculty and students' electronic and hard copy files as required by accreditation.
- Assists the DCE with arrangements and contracts for new clinical sites.
- Arranges liability insurance for clinical facilities.
- Gathers, prepares, and monitors clinical education information required for accreditation and the *Self-Study Reports*.
- Assists the DCE in preparation of reports for curriculum review committee.
- Maintains clinical education files according to department records management guidelines.
- Assists the DCE with all correspondence with students, faculty and clinical facilities.
- Plan and organize an annual CPR certification course and physical exam for students.
- Processes student paperwork on completion of clinical experience and follows up with students or facilities as needed to obtain required paperwork.
- Processes all licensure paperwork for students and alumni applying for PT license(s).

2.5.3 Admissions Coordinator and pre-PT advisor

The School of Rehabilitation Sciences has a dedicated full-time admissions director who is responsible to the school chair. Responsibilities include:

SUMMARY

Advises on-campus and off-campus students regarding the physical therapy profession and admissions requirements including prerequisite courses. Assists the Department Chair and the respective admissions committees by directing and coordinating the admissions process for the entry-level physical therapist education program.

ESSENTIAL DUTIES AND RESPONSIBILITIES are listed below. Other duties may be assigned.

Consulting/Counseling/Advising:**40%**

- Prepares and presents pre-physical therapy courses, non-academic and general education requirements for Physical Therapy Degree Council action.
- Evaluates courses, in consultation with and university records office if necessary, to determine their equivalency to the required prerequisites.
- Consults and shares admissions requirements and policies with pre-physical therapy advisors in outside colleges/universities.
- Advises and counsels all off-campus students, preparing them to become qualified applicants and then to matriculate.
- Advises, counsels and directs registration of pre-physical therapy students on the Andrews University campus for each semester (60-100 students/three times a year).
- Conducts Departmental Assemblies for pre-physical therapy students.

Admissions:**40%**

- Ensures that applicants to the physical therapy program are qualified for admission before recommending them for acceptance at the SRS Faculty Council.
- Coordinates admissions activities with the Graduate Admissions Office
- Develops the necessary admissions tools, forms, materials, and data management systems to document and facilitate the admission process.
- Prepares correspondence related to the admissions process for the appropriate signatures.
- Compares AUPT's admission requirements to other programs with selective admissions and makes recommendations for student exceptions and admissions requirement changes.
- Ensures a comprehensive evaluation/feedback system to monitor the admissions process, personnel and external opinion.
- Submits revisions regarding admissions requirements for the University bulletin as needed.

Marketing & Recruitment:**15%**

- Works with the School Chair, College Enrollment Coordinator, and Enrollment Services staff in disseminating information and materials to pre-physical therapy advisors and potential applicants (high school through post graduate levels).
- Works with the College Enrollment Coordinator and respective program faculty and staff in the on and off campus applicant interview process.
- Consults with the School Chair and College Enrollment Coordinator in specific and seasonal marketing activities related to admissions.
- Works with the School Chair and College Enrollment Coordinator to prepare printed and internet information for program marketing.

- Participates in or conducts student recruitment programs.
- Advises and recruits prospective students by phone, zoom and on-campus visits.

Financial: 1%

- Develops an annual admissions budget plan with the Department Chair. Manages approved fiscal activities of the department admissions office.
- Directs and monitors receipt, posting, and deposit of confirmation deposits received from accepted students.

Committee Assignments: 4%

- Admissions Committee
 - Presents candidates for admission to the School of Rehabilitation Sciences Faculty Council (SRSFC). Does not vote on applicant selection.
 - Prepares agenda for physical therapy admissions in consultation with the School Chair.
 - Follows through on all actions taken by the SRSFC with the School Chair to assure that they are put into effect as voted (approved).
- Voting member of the following SRS and individual program sessions:
 - SRSFC (except for actual vote on applicant acceptance)
 - DPT & OTD Curriculum Review Committee
- Attends and prepares materials for the working groups involved in the development of other physical therapy programs as necessary.

SUPERVISORY RESPONSIBILITIES

- Supervises admissions support and graduate student staff, plus seasonal contract temporary staff when utilized.
- Supervises program staff when assigned to assist in admissions activities.

2.5.4 Admissions Assistant and pre-OT Advisor

SUMMARY Advises on-campus and off-campus students regarding the occupational therapy profession and admissions requirements including prerequisite courses. Assists the School Admissions Coordinator and the respective admissions committees by directing and coordinating the admissions process for the entry-level occupational therapist education program.

ESSENTIAL DUTIES AND RESPONSIBILITIES are listed below. Other duties may be assigned.

Consulting/Counseling/Advising: 45%

- Assists the OTD Director in preparing and presenting pre-occupational therapy courses and non-academic and general education requirements for School Degree Council action.
- Evaluates courses, in consultation with and university records office, if necessary, to determine their equivalency to the required OTD prerequisites.
- Consults and shares admissions requirements and policies with pre-occupational therapy advisors in outside colleges/universities.
- Advises and counsels all off-campus students, preparing them to become qualified applicants and then to matriculate.
- Advises, counsels, and directs registration of pre-occupational therapy students on the Andrews University campus for each semester.
- Assists Admissions Coordinator in conducting Departmental Assemblies for pre-occupational therapy students.

Admissions: 45%

- Ensures that applicants to the occupational therapy program are qualified for admission before recommending them for acceptance at the School Faculty Council.
- Applies the necessary admissions tools, forms, materials, and data management systems to document and facilitate the admission process.
- Prepares correspondence related to the admissions process for the appropriate signatures.
- Compares AUOT's admission requirements to other programs with selective admissions and makes recommendations for student exceptions and admissions requirement changes.
- Ensures a comprehensive evaluation/feedback system to monitor the admissions process, personnel, and external opinion.
- Submits revisions regarding admissions requirements for the University bulletin as needed.

Marketing & Recruitment: 10%

- Works with the School Chair, College Enrollment Coordinator, and Enrollment Services staff in disseminating information and materials to pre-occupational therapy advisors and potential applicants (high school through post graduate levels).
- Assists Admissions Coordinator OTD applicant interview process.
- Assists Admissions Coordinator with specific and seasonal marketing activities related to admissions.
- Assists Admissions Coordinator to prepare printed and digital information for program marketing.

- Assists Admissions Coordinator with student recruitment programs.
- Advises and recruits prospective students by phone, digital, and on-campus visits.

Committee Assignments:

- Attends and prepares materials for the working groups involved in the development of other occupational therapy programs as necessary.

SUPERVISORY RESPONSIBILITIES

- Supervises admissions support and graduate student staff.
- Supervises program staff when assigned to assist in admissions activities.

2.5.5 Administrative Assistant – OTD & DScOT Programs

SUMMARY Supports the OTD and DScOT program director in providing quality occupational therapy educational programs at AU by providing comprehensive assistance with the accreditation, assessment, administration, and management requirements of the occupational therapy programs. Primary responsibility and authority are in the following areas and other functions as assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Administrative:

50 %

- Assists with assessment, accreditation activities, and coordinates the collection of all material for both American Occupational Therapy Association's Accreditation Council for Occupational Therapy Education (ACOTE) and Higher Learning Commission (HLC) accreditation documents. Assists the Program Directors in monitoring all activities required by these accrediting bodies. These include annual reports, progress reports, self-study reports, and surveys.
- Coordinates a variety of duties in which discretion and judgment concerning the procedures/policies to use/follow are required.
- Disseminates information that may require explanation and interpretation of established university, college, and school policies and procedures and directs individuals to sources of additional information.
- Maintains electronic and hardcopy program files: curriculum, student academic, and accreditation files.
- Maintain, modify, and update program databases and mailing lists using software (i.e., Microsoft Access and Excel)
- Assists School Operations Coordinator to maintain and update the Occupational Therapy Programs' section of the website.
- Creates and updates the annual *OT Curriculum Review* book and organizes Curriculum Committee meeting.
- Creates Curriculum Outlines for each cohort (OTD) and academic year (DScOT).
- Coordinates the information between OT programs and school chair.
- Coordinates and schedules appointments for the OTD and DScOT program director(s).
- Manages correspondence for the OTD and DScOT program director(s) and briefs them on information from faculty, staff, and students and outside agencies and organizations.
- Carries primary responsibility for the format and proof-reading of all program related documents.
- Assists the OTD and DScOT program director(s) in arranging OT faculty development activities.
- Coordinates and processes all faculty licensure, professional memberships, and conference/convention registration.
- Assist the OTD and DScOT program director(s) by updating the following OT handbooks as necessary.
- Creates all OTD and DScOT program revisions in curriculum for the academic bulletin.
- Creates and submits all OTD and DScOT course schedule information.
- Creates and assigns OTD and DScOT advisor/advisee lists.
- Processes applications and payment for student AOTA memberships.
- Assists OTD and DScOT program director(s) in monitoring the academic standing of OTD and DScOT students.
- Manages all arrangements, confirmation, and financial paperwork for all associated faculty, guest instructors, and lab subjects for the OTD and DScOT programs.

- Ensures OTD and DScOT *Course Syllabi* for core faculty is uploaded into iVue prior to the beginning of each academic term and *Course Syllabi* and all course materials are saved in G drive.
- Coordinates the annual update of curriculum vitae and abbreviated resumes for all OTD and DScOT core faculty and guest lecturers.
- Coordinates with the Office of Institutional Effectiveness the dissemination and collection of Course Evaluations and distributes appropriately after Chair's approval each semester.
- Prepares graduation paperwork for graduate students (ATC and Project Completion); reminds 3+3 students to complete graduation application for bachelor's degree.
- Prepares and processes annual OTD and DScOT Alumni Survey and formats results for the Curriculum Committee.
- Prepares and processes OTD and DScOT Graduate Exit Survey.
- Answers telephone and electronic communication inquiries and relay to appropriate persons.
- Manages social networking of the OTD and DScOT programs, for example Facebook and Instagram.
- Assist other School staff and chair in times of crisis or when unexpected urgent matters arise.
- Other related duties as assigned by School Chair and/or Program Director.
- Performs tasks in cross-trained areas as needed.

Financial: **20 %**

- Provides regular updates on all the following essential financial duties to the School Chair.
- Generates, reconciles and monitors OTD and DScOT program budgets for the purpose of maintaining accurate account balances.
- Inventories and validates all OTD expenses as per ACOTE accreditation requirements.
- Prepares OTD and DScOT contracts and coordinates the reimbursement process for all associated faculty, guest lecturers, graduate assistants and lab subjects.
- Reconciles and processes OTD and DScOT program expense reports per school record management guidelines.
- Coordinates financial arrangements and program budget for graduate assistants.
- Manages OTD and DScOT program petty cash in the Program Office.
- Monitors OTD student club accounts and initiates disbursement to class accounts.
- Advises and assists with financial processes for the OTD Graduate Banquet.
- Processes graduate student research reimbursement.
- Monitor online and in-house sources for scholarship opportunities for students and faculty; coordinate and process student scholarship awards.

Student Services/Activities: **10 %**

- Handles specific student concerns and assists students to make appointments with the OTD or DScOT Program Director, faculty and/or their respective advisors.
- Assists with registration and orientation day activities for first-year students in the professional program.
- Assists with graduation events and the preparation of necessary materials.
- Maintains an up-to-date file of scholarships available for occupational therapy students.

Committee Assignments: **10 %**

- Serves as recording secretary for the:
 OTD Admissions Committee
 OTD Curriculum Committee

SUPERVISORY RESPONSIBILITIES **10 %**

- Serves as team leader for the full-time support staff.
- Manages programs graduate assistants and student workers.

2.5.6 Fieldwork Education Assistant

SUMMARY Supports the Academic Fieldwork Coordinator in providing quality occupational therapy educational programs at Andrews University, by assisting with the organization and management of the

fieldwork education component of the OTD program. Primary responsibility and authority are in the following areas and other functions as assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following..

Fieldwork Education: **100%**

- Organizes and maintains electronic filing system for accreditation documents related to Fieldwork Education in school G drive.
- Works with and maintains data management for fieldwork education program.
- Maintains fieldwork faculty and students' electronic and hard copy files as required by accreditation.
- Assists the AFWC with arrangements and contracts for new fieldwork sites.
- Arranges liability insurance for fieldwork facilities.
- Gathers, prepares, and monitors fieldwork education information required for accreditation and the *Self-Study Reports*.
- Assists the AFWC in preparation of reports for curriculum review committee.
- Maintains fieldwork education files according to school and university records management guidelines.
- Assists the AFWC with all correspondence with students, faculty and fieldwork facilities.
- Plan and organize an annual CPR certification course for students.
- Processes student paperwork on completion of fieldwork experience and follows up with students or facilities as needed to obtain the required paperwork.

SUPERVISORY RESPONSIBILITIES

- Interviews, evaluates, and recommends prospective student employees.
- Supervises student workers assigned to the FWE Assistant.

2.5.7 Postprofessional Operations Coordinator & Advisor

SUMMARY Assists the School Chair and the Program Director(s) in the provision of quality education for licensed physical therapists by Andrews University's Department of Physical Therapy. Advises on-campus and off-campus students regarding the Postprofessional physical therapy profession and admissions requirements including prerequisite courses and necessary documents. Coordinates and assists in planning marketing strategy for the program. This person carries responsibility and authority in the operations of the Postprofessional Program in the following areas and other functions as assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES are listed below. Other duties may be assigned.

Administrative: **20%**

- Creates a 2-3 year program Class Calendar and Curriculum Outlines for each class of tDPT and DScPT students
- Manages administrative tasks associated with Postprofessional courses including ASPIRE.
- Coordinates the information between department and university administration as it relates to the Postprofessional program
- Assists Program Director(s) with development and implementation of new program initiatives including new continuing education courses.
- Maintains a current desk manual for the postprofessional Office functions
- Submits course details for the course schedule.
- Supervises graduate assistant and/or administrative assistant.

Admissions: **15%**

- Directs all admissions activities related to preparing qualified applicants for each program.
- Processes admissions files as they arrive from Graduate Enrollment.
- Ensures that applicants to the physical therapy postprofessional program are qualified for admission before recommending them for acceptance at the Physical Therapy Faculty Council.
- Coordinates admissions activities with the Graduate Enrollment Office
- Develops the necessary admissions tools, forms, materials, and data management systems to document and facilitate the admission process.
- Coordinates acceptance letters with the office of the College of Health and Human Services
- Establishes a comprehensive evaluation/feedback system to monitor the admissions process, personnel and external opinion.
- Submits revisions regarding admissions requirements for the University bulletin as needed.

- Assists Program Director(s) with development and revision of an academic plan for each student and communication of the plan to students.

Consulting/Counseling/Advising: 35%

- Evaluates documents and transcripts, in consultation with the program director and university records office if necessary, to determine their equivalency to the required prerequisites/electives.
- Consults and shares admissions requirements and policies with international agencies as needed and requested.
- Advises and counsels students in the application process through matriculation.
- Creates academic plans for incoming students for review by Program Director or Faculty Advisor
- Updates academic plans for all students each semester
- Provides general academic advising to all Postprofessional students

Student Services/Activities: 10%

- Handles specific student concerns and assists students to make appointments with the Program Director(s) and faculty.
- Works with students coordinating services they may need on campus such as the financial aid office library, registrar's office, international students office, etc.
- Assists the students with problems relating to the distance learning environment including access to and use of the Learning Hub.

Marketing & Recruitment: 15%

- Works with the Program Director(s), Department Chair, Graduate Enrollment and other Enrollment Services staff in disseminating information and materials according to the marketing plan established.
- Coordinates with the Program Director(s) in specific and seasonal marketing activities related to admissions and recruitment.
- Works with the Program Director(s), Department Chair and Graduate Enrollment Coordinator to design and prepare printed and Internet information for program marketing.
- Manages the post-professional website site and social media marketing tools.
- Participates in or conducts student recruitment programs.
- Advises and recruits prospective students by phone and on-campus visits, along with a scheduled program of follow-up phone consultations often in evenings as prospective students are all licensed physical therapists who work during the day.
- Manages and coordinates the follow-up marketing program via email, phone or written correspondence with all prospective students who have been sent an informational packet or who have been in correspondence with the Program Director(s) about the program.
- Manages the database of all prospective students and manages a coordinated plan of follow-up as listed above.
- For prospective students, coordinate timely communication with the Program Director(s) to answer specific questions or concerns.
- Manages mailing marketing programs to prospective students to assess interest.
- Monitors responses to mailing and manages follow up. Assists the Program Director(s) in generating a new class to begin each August.
- Coordinates with appropriate professional bodies such as the American Physical Therapy Association, Canadian Physiotherapy Association and ASPIRE to obtain appropriate mailing lists for targeted mailings.
- Manages the marketing plan established by the Director(s) such as booths at physical therapy conventions and advertisements in physical therapy journals.
- Monitor's prospective students' application process and communicates with them in a timely fashion regarding outstanding information.
- Oversee the development and production of information including advertising, promotion and admissions materials involving print, online, electronic media, and direct mail packets
- Serve as liaison with on-campus and outside agencies in ongoing promotional campaigns
- Assist with the development, support and execution of short and long-range marketing plans based on financial, demographic and target market factors

Financial: 5%

- Assists Director(s) in the development of an annual Postprofessional Program budget plan for presentation to the Department Chair.
- Manages approved fiscal activities of the department admissions office.
- Directs and monitors receipt, posting, and deposit of confirmation deposits received from accepted students.
- Processes all invoices related to all program expenses.
- Reviews monthly organizational reports, and corrects as necessary

2.6 Faculty Classifications

The Andrews University School of Rehabilitation Sciences affords five general opportunities for instruction which include:

2.6.1 Core Faculty

Those individuals appointed to and employed primarily in the School of Rehabilitation Sciences. Each of these faculty teach as well as perform additional functions in the School of Rehabilitation Sciences. Some of their additional responsibilities include:

1. Serve as track coordinator of a specialty area of practice/education.
2. Establish academic regulations and design, implement and evaluate the curriculum.
3. Advise students.
4. Serve on university/College/School committees.
5. Perform research and other scholarly activities.
6. Other administrative responsibilities as needed.

2.6.2 Associated Faculty

In this role the instructor teaches most, if not all, of a course. Lecture courses can range from one to four credits. Each lecture credit is calculated as 16 contact hours per semester. A two-credit lecture course meets for approximately 30-32 hours during the semester. Most laboratory courses range from one to three credits. Each laboratory credit is calculated as 30-45 contact hours per semester. Instructors usually divide two or more credit labs into two or more sessions per week to guard against overloading students.

The instructor's responsibilities include:

1. Provide the school chair with current CV in the required accreditation format.
2. Development or revision of the existing Course Syllabus to meet the needs of the curricular plan, student, and accrediting bodies. Of particular importance are the course objectives. The track coordinator or school chair will assist with this task.
3. Ensure that the school office has an electronic copy of any course-related material distributed to the students.
4. Providing exam and quiz questions as appropriate.
5. Contacting and arranging for any additional guest instructors who may be teaching a lecture or semester in a course and securing approval from the track coordinator or school chair before the semester begins.
6. Leaving the instruction areas neat and orderly with equipment and supplies put away.
7. When available, attend weekly faculty council meetings for purposes of sharing experiences, insights and monitoring progress across the student body.
8. Associated Faculty Handbook: Upon employment, all associated faculty who teach 50% or more of a course are given a copy of the SRS Associated Faculty Handbook, which identifies university and school resources, expectations, policies, and procedures. The program director or Track Coordinator is responsible for reviewing this handbook with the associated faculty.
9. Associated Faculty Assessment: To improve teaching, all associated faculty who teach 50% or more of a course will be assessed through a course evaluation completed by the students near the end of each semester. The program director will review the results of the evaluation and provide feedback to the associate faculty member for their personal growth and to improve teaching effectiveness and future interaction with students. Copies of these evaluations are sent to the School chair and Dean of the College of Health &

Human Services and are placed in the associated faculty member's electronic personnel file.

10. All associated faculty who teach less than 50% of a course are under the guidance and supervision of the track coordinator and/or course instructor. It is expected that the track coordinator/instructor will guide and mentor their respective associated faculty members and administer a Formative dialogue annually.

2.6.3 Guest Lecturers

Throughout the academic portion of the program individuals with recognized expertise in select areas are regularly invited to instruct the students. This complements the expertise of the regular faculty and enhances the quality of instruction to the students. Guest lecturer presentation formats can vary, including anything from a lecture to small group interaction, to a multimedia presentation. It is the guest lecturer's responsibility to make the primary instructor, track coordinator, or the operations assistant aware of space, material, and AV needs well in advance of the scheduled presentation time.

A guest lecturer's responsibilities include:

1. Preparing a brief list of instructional objectives for your presentation.
2. Insuring that the program office has a copy of everything you distribute to the students.
3. Providing possible exam questions related to the content of your presentation to the track coordinator or program director.

2.6.3.1 Guest Compensation

If a core faculty is planning to use a guest lecturer or a patient/lab subject in the classroom/laboratory they must personally make arrangements for their compensation with the school chair in advance of teaching the course. Each lecturer or patient may receive compensation as appropriate for her/his course contact time provided there are adequate funds in the budget.

A guest pass for parking may be obtained from the administrative staff; however, this is only good for the date of the visit. This is very important as it will help guests avoid the embarrassment of receiving a parking ticket.

2.6.4 Lab Instructor/Assistant

Lab instructors usually lead out during lab courses. Lab assistants usually assist the lab instructor and may lead certain portions of the lab class period. Labs are typically 2-3 hours in length. Most labs take place on the Andrews campus. Occasionally, they can be held at a clinical facility.

A lab instructor/assistant's responsibilities include:

1. Attendance at meetings with other lab instructors/assistants to develop, organize, adapt, and evaluate the laboratory experience in the course.
2. Attendance at scheduled labs.
3. Assistance in the organization and selection of lab schedules, topics, methods of instruction, etc.
4. Supervision of student skills.
5. Lab instructing and assisting in front of small or large groups.
6. Acting as a patient simulator for student instruction.
7. Assist in development of lab examination procedures, as well as implementation of the evaluation process.
8. Leaving the lab neat and orderly with equipment and supplies put away.

2.6.5 Clinical/Fieldwork Faculty

Clinical/Fieldwork faculty supervise students while they are on clinical/fieldwork rotations in various facilities. This usually occurs using a 1:1 model with one student to one clinical instructor (CI)/ Fieldwork Educator(FE). Occasionally, a student will have two CIs/FEs during a rotation. The applicable program's Clinical/Fieldwork Education Handbook details the responsibilities of the CI/FE and the site coordinator of clinical education (SCCE)/Fieldwork Site Coordinator(FWSC). This handbook is available through the office of the director of clinical education (DCE) or Academic Fieldwork Coordinator (AFWC) and online. The final grade issued for performance during a clinical rotation is determined by the DCE/AFWC, in consultation with the SCCE, the CI/FE, and the student.

2.7 Track Coordinators

Each DPT core faculty member is assigned to coordinate a track of the entry-level curriculum related to their specialty. This may range from teaching specific courses to arranging for associated faculty to teach specialty courses. Specific responsibilities of that faculty member will vary by the area they coordinate. The OTD program will develop track coordinators in 2027-2028. The identified tracks include:

1. Behavioral Sciences
2. Clinical Education
3. Clinical Sciences
4. Foundational Sciences
5. General Medicine
6. Neurology
7. Orthopedics
8. Research

Specifically, track coordinators will:

1. Review syllabi to ensure adequacy of learning objectives, stated in behavioral terms
2. Coach associated faculty in their course development and professional growth appropriately using the following resources: Normative Model, Guide to PT Practice, Guide to Professional Conduct, Standards of Practice for Physical and Occupational Therapists
3. Connect associated faculty with Center for Teaching & Learning(CTL) and DLit.
4. Ensure course meets School of Rehabilitation Sciences and CAPTE requirements.
5. Propose and/or encourage a variety of teaching methods.
6. Assist in designing effective tests and measures.
7. Review or propose various student evaluation processes.
8. Introduce all associated faculty and guest speakers.
9. Conduct at least one formative dialog session.
10. Provide instructional support and coaching as needed throughout the semester.
11. Monitor all changes in curriculum, textbook, methods, guest lecturers, off-site labs, etc. for annual preparation of formal Curriculum Review report.

2.8 Core Faculty Mentor

The school chair will assign a faculty mentor to all new-hire core faculty. This mentor will serve as a source of guidance and encouragement to the new faculty mentee during their first two years in the school. The school chair maintains an open-door policy and is available for consultation to all core faculty, preferably by appointment. Additionally the university CTL assigns a faculty mentor from a different school of college to new core faculty.

2.9 Faculty Orientation

All faculty must be adequately oriented to the policies and procedures of the School and applicable program. This process includes but is not limited to reviewing both the Policies and Procedures Manual and Student Handbooks and completing the university New Employee Orientation.

The school chair will orient faculty to the School of Rehabilitation Sciences and the College of Health and Human Services. Orientation may involve (1) meeting the dean, faculty, and staff; (2) visiting classrooms; and (3) reviewing guidelines for using and/or operating instructional facilities/equipment and accessing office supplies. Each new faculty must attend New Faculty Orientation(NFO) as scheduled by Human Resources.

2.10 Faculty Committee Membership and Attendance

Faculty members with at least half-time appointments in the School of Rehabilitation Sciences are automatically part of the following committees:

- School of Rehabilitation Sciences Faculty Council
- School of Rehabilitation Sciences Professional Degree Council
- DPT or OTD Curriculum Review Committee, whichever is applicable.

Additional committee membership within the school will be assigned as needed. The chair of any committee is responsible for convening the committee and to ensure that proper minutes and follow-up are provided for any committee. The chair of any committee will bring feedback from the committee to the School of Rehabilitation Sciences Faculty Council as needed.

Faculty membership in university committees is determined by the AU Nominating Committee along with recommendations from the dean school chair or designee. Faculty are expected to participate on up to two college/university wide committees. ³

2.11 Faculty Workload

Core faculty workload determination is outlined within the AU working policy. The typical expectation for division of the workload is 70% teaching, 30% scholarly and service activity (10% minimum for each). ⁴

2.12 Faculty Professional Development Policy

In alignment with the Andrews University policy on professional development, the School of Rehabilitation Sciences supports the efforts of faculty members to develop new knowledge and skills through attending continuing education courses, conferences, workshops, reading professional journals, and presenting at state/national/international conferences related to their field. ⁵ Each full-time SRS faculty member receives \$1800 per fiscal year for professional development and convention expenditures, which can include conferences or workshops (registration, submission fees, travel, and hotel costs), books, videos and professional journals. It is the responsibility of the faculty member to ensure that these expenses remain within their annual professional development budget. The faculty member should present the acceptance letter/invitation to the school chair prior to registering or making travel plans for the convention.

Adjunct faculty will be invited to participate in various professional development activities that will assist in positively impacting student learning, including but not limited to access to the James White Library, associated faculty workshops, annual faculty institute, Center for Teaching and Learning resources, opportunities to be co-investigators on research projects and subsequently co-publish or co-present with SRS faculty at conferences.

2.13 Vacations and Holidays

Faculty and staff should request approval, from the school chair, for vacation time off prior to making travel plans.

- Faculty are eligible for annual vacation per the policy www.andrews.edu/go/myemployeedash⁶.

³ AU Working Policy 2:376:2

⁴ AU Working Policy 2:376:2

⁵ AU Working Policy 2:378

⁶ AU Working Policy 2:394

- Hourly staff are eligible for annual vacation per policy www.andrews.edu/go/myemployeedash
- Salary staff are eligible for annual vacation per policy salariedleavetrackingemployeemanual.pdf

Prior to departing for vacation, the faculty/staff member should inform the school chair how they may be contacted in an emergency.

2.14 Faculty and Staff Travel Policies

In accordance with policy ⁷, faculty and staff of the School of Rehabilitation Sciences may be reimbursed from their school budget or their professional development funds for certain approved travel, lodging, registration, and per diem expenses related to participation in work-related professional conferences, conventions, workshops, or other school or program business.

Generally, costs associated with professional conferences, etc. must be covered by the faculty member's professional development funds (see 2.14 Faculty Professional Development Policy). It is the responsibility of the faculty member to ensure that all professional development travel expenses do not exceed their allotted professional development without prior authorization from the school chair. For travel that is approved school business (purchasing, recruiting, etc.), the faculty member may be reimbursed from the school travel budget with prior authorization from the school chair. All travel must be approved by the school chair, using the pre-approval process in [Chrome River](#). Travel insurance is provided by Andrews University for all pre-approved travel ⁸. See [Travel expense policy](#) for university policy details.

2.15 Schedules and Class Rosters

Instructors will receive a class schedule, and can access a list of students, and pictures of students they teach, at the beginning of the semester. If lab classes are involved, the lab schedule will also be given to the instructor by the operations assistant. The course/lab schedule is also available on the SRS website:

<https://www.andrews.edu/chhs/srs/resources/index.html>

2.15.1 TBA (To Be Arranged) Class Periods

The TBA class period is used as a make-up time to provide information an instructor was not able to provide during the normally scheduled class period or additional information they may wish to add. The TBA class period times are listed in the class schedule for each semester. There is approximately one, 1-hour block of time reserved each week.

Each instructor is encouraged to use this block of time as needed to make up lectures or enhance their course but it should not be used as a permanent extension of a course. The students are aware that during this time period attendance is required and they need to check the schedule regularly. It is a good idea to let them know you have signed up for a TBA so they will plan on being there.

The sign-up sheet for the TBA class is kept on the Student Information Bulletin Board across from the student mailboxes. To sign up for a TBA class period, remove the TBA sign up list that pertains to the class you are teaching, write in your class information, and give it to the operations assistant to be retyped. Students must be given at least one-day notice if the TBA time block is to be utilized.

2.16 Equal Rights for Hired Personnel

Decisions for hire of employees will be based upon the qualifications of the individual as related to the requirements of the position for which the person is being considered and shall be done with input of the course coordinator and the school chair. Equal employment conditions with no discrimination against any employee because of race, color, creed, ethnic background, country of origin, age, sex, height, weight, physical

⁷ AU Working Policy 2:764

⁸ AU Working Policy 2:768

handicap, marital status, political or gender preference, or past military service, except where a bona fide occupational qualification exists.⁹

2.17 Employee Personnel Records

In harmony with the Bullard-Plawecki Employee Right to Know Act, (Public Acts of 1978, No. 397, as revised), former and current employees of Andrews University may periodically (no more than twice a year) review their personnel files for purposes of identification, employment, promotion, transfer, additional compensation and disciplinary action. Application for access to all personnel files is made to the Director of the Andrews University Human Resources who shall authorize and arrange for the requested inspection. If an employee disagrees with a written statement in his/her file, he or she may write a statement of rebuttal which will be added to the file.¹⁰

Information regarding the various aspects of employment are available through the AU Human Resources website at: http://www.andrews.edu/HR/emp_policies.html.

All policies and procedures pertinent to employment are also available in the Employee Handbook, located at: http://www.andrews.edu/HR/emp_handbook.html.

2.18 Faculty Annual Review - Core Faculty

Each SRS core faculty will be formally evaluated annually in summer semester each year. The purpose of this evaluation is to support the Mission and Goals of the SRS and its programs by ensuring that each faculty has the knowledge base and teaching skills necessary to prepare students for contemporary clinical practice. Throughout the year, each faculty member is responsible for directing their activities toward completing their personal goals developed for that year and to collect assessment data that shows evidence of goal completion as well as excellence in teaching, scholarly activity and service. It is the responsibility of each faculty member to meet with the school chair and provide evidence through a portfolio that the previous year's goals have been met. The faculty member and school chair work together to develop a new professional growth plan for the following year. This plan must be approved by the school chair and, if applicable, the CHHS dean. Although the process of evaluation and collection of evaluation data is ongoing, the process shall be formalized and summarized once per year. See [AU Working Policy 2:326](#)

The evaluation covers teaching, scholarly activity, and service. It includes:

1. The [Faculty Annual Evaluation FAE](#) (Human Resources Office) triggers your appropriate salary increase and your faculty appointment letter for the following year. The FAE includes the following:
 - a. Updated CV
 - b. Report of prior year goals, development of new goals
 - c. Teaching Workload
 - d. Faculty Activity Report (FAR, Office of Scholarly Research) which triggers payment of your annual cash bonus (if eligible) for scholarly productivity
 - e. Service Activity Report
 - f. Professional Development Activity Report
 - g. Self-Assessment including the Individual Faculty Advancement Plan for all faculty who are not already tenured full professors.
 - h. Workload Balance report
 - i. Chair feedback
2. Review of course evaluations, Exit Survey and DCE/AFWC evaluation when applicable.

The FAE is an electronic document signed by the faculty and school chair after the annual meeting, after which, the CHHS Dean reviews and signs the document.

⁹ AU Working Policy 2:110

¹⁰ AU Working Policy 2:152:2 & Employee Handbook 4:2-150

2.19 Academic Fieldwork Coordinator (AFWC)/ Director of Clinical Education (DCE) Evaluation

The purpose of the AFWC/DCE evaluation process is to give formative feedback to the AFWC/DCE on his/her performance as track coordinator of the entire fieldwork/clinical education program. The following forms replace the “Course Evaluation” forms; however, all other forms remain the same.

1. Fieldwork Educator Coordinator (FWEC)/Site Coordinator of Clinical Education (SCCE) Evaluation of the DCE Summary – Once a year during summer semester all FWECs and SCCEs with which the respective program maintains contracts and send students complete an evaluation of the AFWC or DCE. The AFWC/DCE or fieldwork/clinical education assistant provides a email addresses to the school chair at a time designated by the school chair. The administrative assistant ensures the FWEC/SCCEs are emailed the evaluation and submits the aggregate report to the school chair for review. The school chair reviews these evaluations with the AFWC/DCE. The results are discussed as part of the AFWC/DCE’s portfolio during the Annual Evaluation process.
2. Student Evaluation of the AFWC/DCE Summary – Students complete an evaluation of the AFWC/DCE annually during their final academic term as part of the Exit Survey. The school chair reviews these evaluations with the AFWC/DCE. The results are submitted and discussed as part of the AFWC/DCE’s portfolio during the annual evaluation process.

2.20 Capstone/Research Coordinator Evaluation

Capstone/Research Coordinator Evaluation Summary – The purpose of this evaluation is to give the capstone/research coordinator feedback on communication and support throughout the capstone project. The evaluation form is completed annually by students in their final year of the program. The Administrative Assistant will email the students the evaluation and submit the aggregate report to the school chair and the research coordinator. The capstone/research coordinator reviews the results with the school chair during the annual evaluation process.

2.21 School Chair Evaluation

School Chair Evaluation Summary – School chair evaluations are completed annually by all SRS core and associated faculty, and staff who report directly to the school chair. This survey provides the school chair formative feedback on communication, leadership, and management of the SRS. This survey is provided by an online link sent via email, by the CHHS Dean’s Assistant, to those eligible to participate. The dean’s office will summarize and review these evaluations with the school chair, as part of their annual evaluation process.

2.22 Faculty Academic Freedom

The following are excerpts from the university’s policy. ¹¹

The university espouses the principle of academic freedom, not only to protect a faculty member from intramural and external pressures that hinder the pursuit of truth, but also to foster disciplined and creative investigation in all phases of learning. Like all other freedoms, academic freedom is subject to limitations and requires certain responsibilities of those who enjoy it. Faculty members are assumed to be responsible in the context of their advanced training, education, and experience.

The instructor’s zeal for exploring the growing edge of knowledge must be balanced by his/her concern for the impact of his/her influence in word and example upon others.

The religious character of the university provides a context for the responsible exercise of academic freedom. Subversion of, or overt disharmony with, the standards or teachings of the Seventh-day Adventist church, as contained in its statement of Fundamental Beliefs, are grounds for dismissal.

¹¹ AU Working Policy 2:159

Academic freedom allows a faculty member to question institutional plans, objectives, or policies. Should informal discussions prove unsatisfactory, the faculty member has recourse to due representation through faculty participation in accord with the provisions of the Andrews University Working Policy without fear of administrative reprisal. The faculty member is expected to follow existing policies while seeking their repeal or revision, and to refrain from utilizing the classroom to debate unresolved issues.

2.23 Individual Rights and Safety

Safety, the right to privacy, confidentiality and informed consent apply to any individual involved with the Physical Therapy/Occupational Therapy educational process, including, but not limited to: students, faculty, staff, visitors to the program, human subjects for classroom demonstration or research, and clients interacting with students at clinical facilities.

2.24 General Complaint Procedure

A student with a complaint or concern about the School of Rehabilitation Sciences or one of its policies, programs, faculty, staff or students will be asked to submit their concern in writing to the Program Director. Other persons with a verbal complaint/concern should be asked to submit their issues in writing to the school chairperson or to the dean of the College of Health and Human Services. If the nature of the concern falls into the possibility of a formal complaint to the programs accrediting body the individual should contact the appropriate agency. For the physical therapy program, contact the American Physical Therapy Association's Department of Accreditation (CAPTE) to discuss the nature of the complaint and to determine what procedures should be taken. This department can be reached at 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; or email: accreditation@apta.org. For the occupational therapy program, to receive formal consideration, complaints against a program subject to Accreditation Council for Occupational Therapy Education (ACOTE) accreditation may be submitted online by completing the [Complaint Against a Program](#) form or sending an email to accred@aota.org. All complaints against a program must be addressed to the ACOTE Chairperson, c/o the Accreditation Department.

2.25 University Grievance Procedures - Faculty

The following are excerpts from University Policy ([2:160](#))
Grievances that grow into conflicts are endemic in a sin-tainted world. Responsible Christians seek to minimize them, and, where necessary, to resolve them. The process used for resolving any grievance is founded on the scriptural principle (Matt 18:15-17) of settling differences among believers. Discussion begins between the two parties concerned. Others become involved only if attempts to resolve differences fail. The university prefers to resolve conflict within the community of faith where possible, using only non-litigious mechanisms.¹²

Any faculty member in any constituent school of the university may initiate a request to resolve a grievance that he/she feels relates to his/her rights, academic freedom, benefits, working conditions, appointment, reappointment, tenure, promotion, or reassignment. A person who has been disciplined by the administration with a major sanction such as suspension from service or a minor sanction such as a reprimand may also file a grievance. A faculty member, who believes that a major sanction has been incorrectly imposed under this paragraph, or that a minor sanction has been unjustly imposed, may petition a grievance committee as outlined below.

2.25.1 Resolution through Informal Discussion (Step 1)

As the first step in the process, an aggrieved party must seek to resolve the grievance through an informal discussion with the appropriate immediate supervisor or other person whose action led to the grievance. The aggrieved person may also appeal to the Ombudsperson for counsel on resolving the problem or for assistance in bringing the disputants together for dialog.

¹² AU Working Policy 2:160

2.25.2 Written Grievance to Immediate Supervisor (Step 2)

1. The grievant may file his/her written grievance (with details of the grievance as described below) with the appropriate supervisor. Where practicable, this should be done not later than fifteen (15) working days following the grievant's knowledge of the act, event, or commencement of the condition which forms the basis of the grievance.
2. Within five (5) working days of receipt of the written grievance, a further discussion of the grievance shall occur between the aggrieved party and the appropriate supervisor to resolve the grievance. A written decision shall be provided to the grievant by the supervisor within five (5) working days of this discussion.

2.25.3 Written Grievance to President (Step 3)

If the grievant believes the problem remains unresolved through Step 2, this may be stated in writing within five (5) working days to the president. Within five (5) further working days the President shall refer the case to a grievance committee, constituted for this event.

The letter of the grievant should simply state the problem at issue, the wrong believed to have occurred or about to occur, efforts made to resolve the conflict, the relief to which the grievant claims to be entitled, and the lowest-ranking administrator able to resolve the problem. The written statement may contain all of the facts or alleged facts that the grievant deems pertinent to the case.

An unresolved grievance against the president himself/herself is referred to the chair of the Andrews University Board of Trustees for resolution by an administrative grievance committee.

2.25.4 Hearing of Grievance by a Grievance Committee (Step 4)

1. The grievance committee shall act within ten (10) working days to hear the case.
2. All grievance hearings shall be open only to participants, their non-legal representatives (see policy #2:180:7, and persons presenting information to the relevant grievance committee or being questioned by the grievance committee.
3. When a grievance is heard by the committee, any party involved may submit documents and other materials related to the case, question witnesses, and otherwise make a full presentation of information to the committee. The university is not obligated to present documentation on behalf of the witness.
4. No reprisals of any kind shall be taken by the university or any employee thereof against any grievant, any witness, any member of the grievance committee or any other participant in the grievance procedure by reason of such participation.
5. The burden of persuading the grievance committee that the actions or inactions at issue were not proper rests upon the grievant and shall be satisfied only by a preponderance of evidence in the record considered as a whole.
6. At any point in the proceedings prior to the time at which the committee meets to make a decision, the aggrieved party may withdraw the grievance with the consent of the relevant grievance committee.
7. In reaching its decision, the committee shall not consider or review any document or other material to which both parties in the grievance are not given access.
8. The meeting(s) at which the grievance committee considers its decision shall be closed to all parties except the committee members.
9. At no time in the process should the grievance committee or any of its members reveal details of evidence heard except as revealed in the final report to the president.

2.25.5 Grievance Committee Report to President/Board of Trustees Chair (Step 5)

The decision of the grievance committee is advisory to the parties only and shall be submitted in writing to the president or the chair of the Andrews University Board of Trustees with copies to the grievant, and the appropriate department head or comparable immediate supervisor or the president, within two (2) weeks following closure of the case.

2.25.6 Judgment on the Grievance (Step 6)

The president is responsible to make a judgment on the grievance, in the light of the findings of the grievance committee and to inform the committee and the involved parties in writing of the reasons for that judgment within ten (10) working days. (or, where appropriate, the chair of the Andrews University Board of Trustees), shall be final and binding in all cases.

2.26 Student Rights and Responsibilities

All SRS students are considered to be full members of the academic community. As such, students have rights and responsibilities which are discussed in detail in the Andrews University Student Handbook, which is available online: [Student Handbook 2024-2025 - Andrews University - Modern Campus Catalog™](#). These rights include a right to learn; to be free from discrimination or harassment; to discuss, inquire and express; to petition; to have access to and privacy in educational records; to associate with others and to appeal/grievance.

2.27 Health Risk Situations

If a situation shows a potential personal health risk to the student (or her unborn child, if applicable) the School Chair (or DCE if clinic-related) will review known potential risk with the student (and CCCE if applicable).

2.27.1 Withdrawal

If the student chooses to drop out of the program until the health situation clears, the Academic Policies and Procedures section of this handbook will be followed for exiting and reentering the program (the School of Rehabilitation Sciences Faculty Council reviews these situations). A statement from the student's physician will be necessary to document the reasons.

2.27.2 Informed Consent

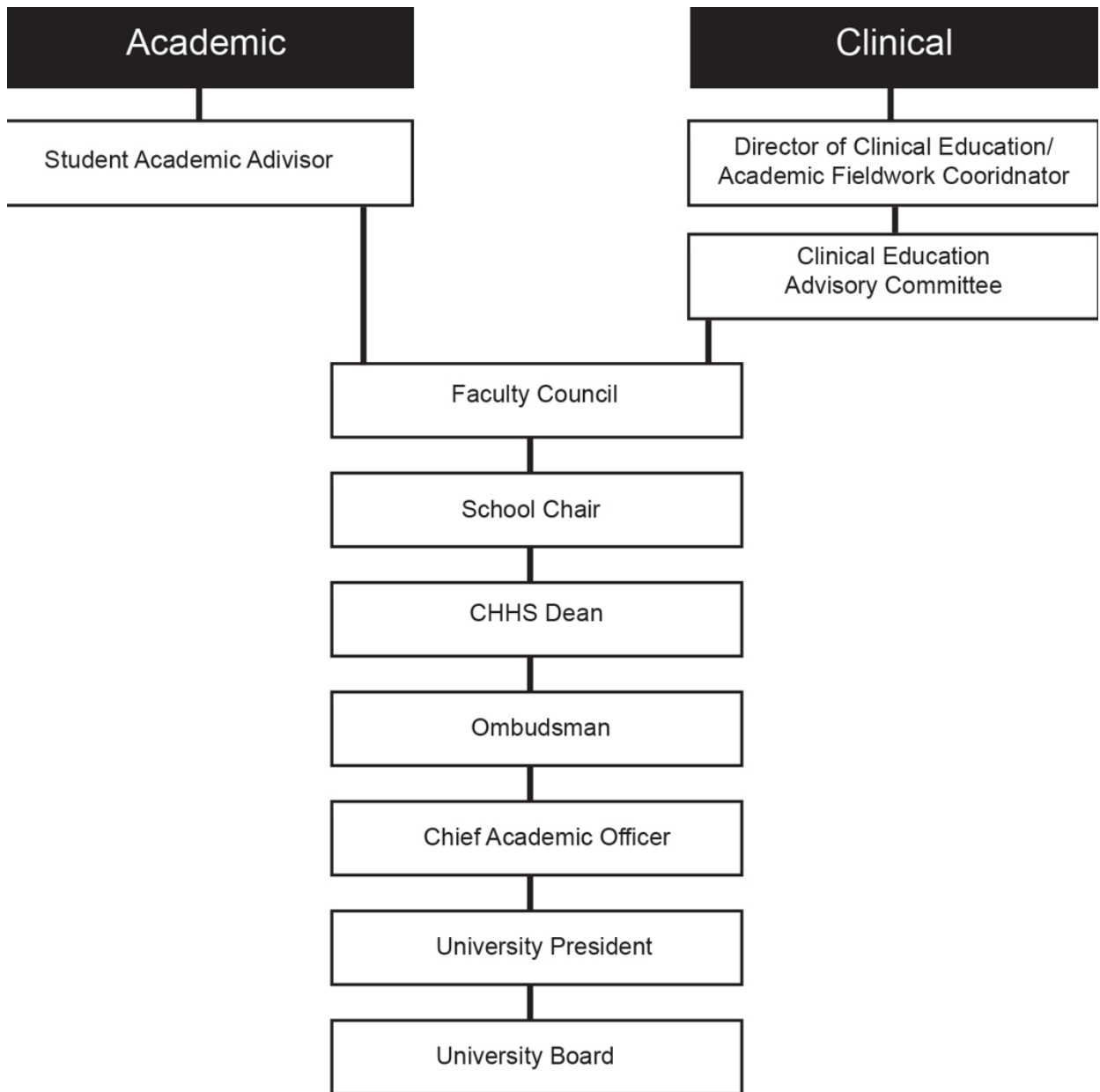
Having been informed of the potential risk, if the student chooses to continue in regular standing in the program they will:

1. Furnish a statement from the student's physician (signed by the physician). This document will indicate the physician's recommendation(s) with any noted comments or limitations.
2. Provide a signed Informed Consent Form (the signature of the spouse may also be required if pregnancy is involved). This may be required for each academic semester or clinical experience and is obtained from the administrative assistant or DCE.
3. If a student is aware that they have been exposed to an infectious disease, for which they have not been immunized, they will share this information immediately with the department chair (or the DCE if the student is in the clinic). The student may be asked to take a test at the student's expense to ascertain if they are a potential carrier of the disease. It may be necessary for the student to withdraw from the program and arrange makeup time. A clinical experience may require rescheduling. A rescheduled or added clinical experience may result in a delayed graduation.
4. ***Any change noted by a student in their physical condition which has the potential of influencing their skills or judgments or endangering the safety or well-being of themselves, their unborn child, or their clients must be reported to the FWC/DCE or the School chair immediately.***

2.28 Problem Resolution- Students

Several things should be noted:

1. All problems should be resolved at the lowest administrative level possible. If a solution is not attained at any particular level, the next level should be sought. The first contact should be with your faculty advisor if academic or FWC/DCE if clinical related. If possible, the advisor should follow through the various progressive administrative steps with the student until the solution is attained. Should the student not be comfortable with their first contact, they may go to the next higher level for assistance. This person will then follow through with the student.
2. If the student feels that the problem has not been dealt with fairly up to and through the vice president level, they should seek the assistance of the president designated ombudsperson prior to proceeding to the university president's office.
3. A petition form may be required. The petition will require approval at the various respective levels prior to the final solution.
4. If a student is dismissed from the program and believes there were extenuating circumstances that override policy, they may appeal a dismissal decision to the CHHS dean.



2.29 Student Grievance Procedure

“The University seeks to provide an opportunity for the redress of student grievances, consistent with biblical guidance and sound practices. If a student feels his/her rights may have been violated, or that there may be something unique about the circumstances surrounding a matter, there is a grievance process or suggested courses of action which will be appropriate in most circumstances. The student should attempt to utilize the grievance process in the most appropriate and reasonable way (e.g., on a few occasions, it may be appropriate to “skip” a step).” **Academic Grievances:** If a student feels that his/her academic rights have been violated, the student should speak directly with that professor. If the student is unsatisfied with the professor’s response, the student may appeal to the school chair. Following a decision by the school chair, the student (or professor) may appeal to the appropriate academic dean, followed by an appeal to the office of the Chief Academic Officer.

[Right to Appeal/Grievance Student Handbook 2024-2025](#)

Any person with a complaint or concern about the School of Rehabilitation Sciences or one of its policies, programs, faculty, staff or students will be requested to submit their concern in writing.

Complaints/concerns about **the school**, or one of its programs or policies should be delivered to the program administrator or dean of the College of Health and Human Services for timely follow-up. If the nature of the concern falls into the possibility of a formal complaint the procedure outlined in 2.26 General Complaint Procedure should be followed.

Complaints/concerns about **a particular individual** (faculty, staff, or student) should be addressed with that individual first. If the person with the complaint feels the situation remains unresolved, that person should meet with the individual’s immediate supervisor or school chair. A written response stating how the complaint/concern is to be handled (or was handled) should be submitted. Concerns about a particular program should be addressed by the program’s Faculty Council. If further action is necessary, the complaint/concern will be taken to the appropriate person, or committee, for further review and follow-up. For clinical concerns, please refer to the Clinical/Fieldwork Education Syllabus.

For more information about grievances consult the [University Student Handbook](#)

2.30 Discrimination and Harassment (Including Sexual Harassment)

Students should contact their faculty advisor, school chair, CHHS dean, or vice president for student affairs, in that order, unless one of the above is suspect in which case start with the one higher up ([see University Student Handbook for more specific information](#)).

2.31 Right to Ombudsperson

The ombudsperson is an impartial intervention agent available to help students, staff, and faculty resolve problems that remain unsolved after the normal channels for handling such matters have been followed. The ombudsperson may have access to all university offices and appropriate relevant records when assisting in the resolution of problems. The ombudsperson will advise the student, staff or faculty member on further steps to take, negotiate a solution, or determine why the problem is insoluble. No student, staff or faculty member shall suffer any penalty because of seeking the assistance of the ombudsperson, and all information presented to him/her by persons seeking assistance shall be confidential so far as possible. The office was established as part of the university’s Christian commitment to foster a courteous and considerate climate conducive to productivity and well-being for the university community. ¹³

¹³ AU Working Policy 2:166

2.32 Use of Protected Information

Information collected from students, lab subjects, patients/clients or from research subjects is considered confidential information, and protected by applicable Health and Human Services laws (available through: www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html). As such, the information can only be used for purposes other than direct health care, upon written informed consent from the patient/client or designated official. Use of the information should still protect the right to anonymity, when possible, and be used for educational purposes, either in the classroom or to other professionals. If images are requested, a separate consent form must be obtained, prior to obtaining and using such images.

2.33 Human Subjects

Subjects used to demonstrate in the classroom setting are afforded the same right to informed consent as in other settings. Forms may be obtained from the operations assistant, and completed forms should be placed in the course curriculum file.

Policies regarding patient/client rights within the clinical setting are established by that institution, and should allow clients the right to refuse to participate in clinical education.

Policies and procedures for the use of human subjects in research is under the oversight of the Andrews University Institutional Review Board (IRB). Prior to research with human subjects, a research proposal and application must be submitted to the IRB, in keeping with federal guidelines. Subject information is confidential and must be properly protected. See Section 4.42.4.

2.34 Drug-Free Workplace

Andrews University is committed to an environment of learning that supports the fullest possible human development. To achieve this goal, the university holds that a drug-free lifestyle is essential and maintains policies that seek an alcohol-, tobacco-, and drug-free campus environment.¹⁴

2.35 Personal Safety

Faculty, staff and students should follow Universal Precautions, as identified by the Centers for Disease Control, available at: http://www.cdc.gov/ncidod/dhqp/bp_universal_precautions.html, when there is the possibility of contact with body fluids or potential contaminant. This policy will be presented in the DPT Student Handbook and DPT/OTD students will be taught Universal Precautions during their first semester in the program.

2.36 Safe Working Environment

It is the intention of Andrews University to provide a safe teaching and learning environment and to comply with all applicable government safety and environmental regulations. While safety is by nature a responsibility of every department head and dean, caring for this can be time consuming and complicated. Appropriate members of the university's Compliance Committee ([WP1:601:4](#)) are available to provide inspection, explanation of OSHA and EPA standards, consulting on implementation actions and to answer safety-related questions. The risk manager may initiate a safety or environmental review of a school or department.¹⁵

The school chair is responsible to:

1. Understand and apply the commonly accepted safety and environmental standards of his/her field.
2. Understand and comply with the specific government safety and environmental regulations that apply to his/her department.
3. Call upon the risk manager for assistance as needed.
4. Act favorably upon safety recommendations received from the risk manager.

¹⁴ AU Working Policy 2:153

¹⁵ AU Working Policy 2:167:2

If the risk manager makes a safety recommendation that is not viewed as workable by the school chair, and if the risk manager feels that this will pose a significant risk, the discussion should widen to include the college dean.

2.37 Injuries

Andrews University's general liability loss insurance requires that the incident be reported promptly and accurately. The procedures to follow are:

1. Report the injury to the school chair immediately. If serious, call for medical assistance immediately.
2. As soon as possible after the injury, meet with the school chair to complete an Incident Report.

2.38 Faculty Liability

According to AU Working Policy, "the university indemnifies any person who is serving or has served as a full-time or part-time administrator of the university (and its executor, administrator, and heirs) or as a full-time or part-time faculty member in any of the constituent schools of the university (and its executor, administrator, and heirs) against all reasonable expenses necessarily incurred by him/her in connection with the defense of any litigation, action, suit, proceeding, or investigation, (other than an action by or in the right of the university) to which he/she is a party by reason of being or having been an administrator or faculty member of Andrews University." [WP 2:146](#)

2.39 Personal Property

An employee may apply for insurance of personal property that must be kept on university premises and is mandatory to fulfill an employee's job responsibilities. Personal property that is not essential to an employee's job is not insured by the university against loss or damage. Employees are advised not to bring personal property of value to their workplaces unless it is covered by personal insurance. [WP2:163:1](#)

2.40 Supplies

Teaching supplies, i.e. tablets of paper, etc. can be obtained through the operations assistant. Some of these supplies are kept on hand in the Workroom (Room 134). If supplies are not available through the above, the instructor may be given a department charge card to pick up the needed items from the Andrews Bookstore. A receipt with a list of items purchased must be returned with the charge card immediately after the purchase. If enough lead time is given by the instructor, these supplies will be gathered by the operations assistant and reserved for the instructor.

As part of the PT team, please inform the operations assistant when you are taking the last of any item, or if you notice stock is running low on a frequently-used item. This will allow her to replace stock in a timely manner.

2.41 Faculty/Staff Telephone Orientation

The operations assistant will schedule an orientation to the telephone system and the University Information Directory. This directory provides 1) on-campus schools and departments, 2) emergency numbers, 3) building code list, 4) dialing instructions, 5) telephone system, 6) voice mail, and 7) emergency service.

2.42 Student Use of Telephones

2.42.1 Outgoing Calls

Personal Calls

- A phone is provided in the student lounge near the main office for campus and local calls.

2.42.2 Incoming Calls

- Students are requested not to have personal calls directed to the department.
- Written notice of urgent messages will be delivered to the student.
- **Only in an emergency** will the student be called from a class or laboratory.

2.42.3 School of Rehabilitation Sciences “800” Number

The incoming 800 number calls are for school and clinical assignment calls only.

2.43 Computers

Each faculty will be assigned a computer for work use. Through these computers you have access to word processing, Excell, and Wi-Fi. Access to the Internet may also be gained through your personal laptop and wi-fi. Access to university services such as the James White Library is also available online. The SRS contracts with ITS for computer technology support. If you need assistance, contact helpdesk@andrews.edu to arrange for help.

2.44 Office and Audiovisual Equipment

As part of the general tour, there will also be an introduction to the audio-visual equipment with a brief explanation in their use as requested. Items available include:

2.44.1 Audio-Visual Equipment

1. Classroom TV/monitor
2. HDMI to hard-wire in for internet access

2.44.2 Office Equipment

1. Copiers/ Printer/Fax
2. Shredder
3. Laptop

2.45 Photocopiers

Copiers are available for student use in the James White Library. Report any printer problems to the operations assistant. The James White Library has cash-only copiers available for student use. Articles can be scanned for free at the Library and emailed to your email address. Staff in the SRS office have been requested not to make copies for students.

2.46 Equipment Inventory

A regular inventory of all equipment will be kept by the operations assistant and reviewed annually by the SRS Faculty Council.

It is the faculty member's responsibility to notify the operations assistant and school chair if a piece of equipment is no longer working or no longer repairable, and needs to be removed from the inventory list, or replaced.

2.47 Equipment Purchase

SRS faculty and staff are responsible for identifying equipment needs of the program. Requests for equipment should be submitted to the school chair by October each year for future budgeting purposes. All requests should provide a description of the item, rationale for the purchase, estimated cost and distributor information. If multiple large requests are received, the chairperson may prioritize the purchases based upon feedback during the School of Rehabilitation Sciences Faculty Council.

2.48 Equipment Maintenance

All major equipment will be checked annually for safety and calibration by a certified repairman. Any equipment which is found to be faulty will be removed from use and will be repaired as soon as feasible. The repair will occur in-house when possible; otherwise, the equipment will be sent to the authorized service provider. Faculty are responsible for arranging for repairs to any equipment in their specialty which fails during the year. The operations assistant will maintain records of equipment checks and maintenance.

2.49 Equipment Loans

Selected equipment can be loaned to students or other individuals for use outside of the classroom as long as the equipment is not needed at the time for teaching, research, or

other assigned uses. Individuals wishing to sign out equipment will do so with the operations assistant, signing for the equipment and providing contact information.

2.50 Hazardous Materials

As noted in the AU Written Hazard Communication Program, storage and use of hazardous materials must follow federal guidelines (OSHA, available at: <http://www.osha.gov/index.html>). The operations assistant will keep records, with the Material Safety Data Sheet (MSDS), of any hazardous materials received within the department. Individual faculty are responsible for following proper storage and use guidelines for material within their area.

2.51 Program Resources

The following additional resources located in the SRS building are available to faculty.

1. Research Lab
2. Workroom
3. Conference Room
4. Instructional areas
5. Faculty lounge
6. SRS "Kitchen"

2.52 Office Hours: Facility

Office hours may vary during vacations and between semesters. During periods when classes are in session the office hours will be:

Monday through Thursday 8:00 – 12:00 & 1:00 – 4:30

Friday..... 8:00 – 12:00

Facilities are accessible for use between the hours of 8 am to 11 pm, Sunday through Thursday, and 8 am until 1 hour before sundown on Friday. Use of the building on Friday evening or Saturday is restricted to appropriate Sabbath activities, and must be approved through the operations assistant.

2.53 Office Hours: Faculty

All core faculty are expected to maintain regular office hours, which should be updated and posted next to their office door each semester. Office hours should be take into account the student's schedules and typically should range between 3 – 5 hours per week during the semester.

2.54 Facility Access

SRS students are free to use the facilities as needed, when they are not in use for a class. Those individuals conducting research for their capstone will have priority for facilities over those simply wishing to practice skills. Access to the facilities after regular hours is allowed via use of faculty, staff or student ID, during appropriate hours. Facilities are accessible for use between the hours of 8 am to 11 pm, Sunday through Thursday, and 8 am until 1 hour before sundown on Friday. Use of the building on Friday evening or Saturday is restricted to appropriate Sabbath activities, and must be approved through the SRS operations assistant.

All faculty members scheduled to teach during evening hours are to ensure that the classroom is locked after the session ends. Instructional equipment should be safely stored. The school requests faculty turn off lights, close windows and doors upon leaving the building after office hours.

2.55 Facility Maintenance

Maintenance of the facilities will be coordinated between AU Custodial Services and the operations assistant. The operations assistant will arrange for student workers to clean SRS facilities.

2.56 Facility Extracurricular Use

The SRS facilities are available for extracurricular use by PT/OT students, faculty and staff, as well as use by affiliated organizations, such as clinical facilities, upon request. Use by anyone else requires special permission from the school chair. Requests for use

of the facilities should be directed to the SRS operations assistant. When the requested use is more extensive, the requesting party will complete a building usage agreement and provide a paid deposit to cover potential damage.

2.57 Student Use of Facilities

Remember back to your first visit to our building. What were your first impressions as you walked through the building? First impressions do count. We have many visitors (prospective students, people coming to be research subjects, clients, etc.). We all tend to judge the quality of the program and students by the appearance of the building. This section contains guidelines that we hope will help us project a professional high-quality image.

2.57.1 Dining

Eating must be restricted to the lobby, hall, and outside areas only. A refrigerator and microwave ovens are located in the student lobby. The SRS kitchen (Classroom C) is available for group functions but must be cleaned immediately after each use. Students may use the refrigerator in the kitchen, however, the SRS uses it for special events. Both SRS refrigerators will be cleaned during school breaks. Any items not removed prior to breaks will be discarded. Please be sure to pick up all trash and clean all areas utilized prior to leaving. At no time should food or drinks be opened, handled, eaten, or placed on or near equipment that could be damaged by an accidental spill.

2.57.2 Anatomy Lab

Risk potentials and the necessary precautions relative to maintaining adequate protection for skin, eyes, airways, etc., relating to air quality, embalming fluid, body fluid and tissues, dissecting tools, are presented to the students by the laboratory instructor. Students are responsible for knowing and practicing all precautions. A faculty member or graduate assistant must be present when students are in the lab.

The human anatomical specimens being studied or dissected must always be treated with dignity and respect. These represent persons who, even after death, are contributing to the cause of education.

Ethical considerations require that proper precautions be taken to protect the privacy of human anatomical materials. Success in continuing to have access to human cadavers depends, in large measure, on our good ethics and discretion. Visitors are not allowed in the anatomy laboratory except by specific permission from the anatomy instructor or the school chair.

Students will read and sign a list of anatomy lab policies and procedures understanding that a violation thereof is a breach of professional conduct.

A list of precautions is published in the anatomy course syllabi. Precautions will be posted in the anatomy laboratories. These will be reviewed and discussed with the students by the respective instructor. These precautions include but are not limited to the following:

1. Anatomy students are required to wear a full-length white lab coat whenever working with the cadavers or any other human material (hearts, brains, etc.).
2. When handling human anatomical subjects, students are encouraged to wear either vinyl or latex examination gloves.
3. The specimens, embalming and moistening solutions, if used properly, should pose no health hazards to the student. Death from an infectious disease is cause for rejection of a specimen. The moistening solution contains fungi-static and surfactant-like compounds. The MSDS for these solutions are on file in the program office and are posted in the laboratory. The instructor will review the MSDS with the students and point out their locations. Each student must then take responsibility for being knowledgeable with respect to their content and location.

4. The anatomy laboratory has an independent air exchange system. The labeled switches in the laboratory activate this system. The students are made aware that these switches must be turned on whenever anatomical specimens are opened for study.
5. Sometimes it is necessary for the student to remove a skeletal structure (clavicle, rib, or mandible) from a cadaver. This requires use of an autopsy (Stryker) saw. Students are not allowed to use these saws without prior training and approval by the anatomy laboratory instructor. Any use of the saw requires that the operator wear a dust/mist respirator and a plastic face shield protecting against the potential spray of miscellaneous fluids or dust particles. **FLUSH EYES IMMEDIATELY IF CONTAMINATED** and notify the laboratory instructor.
6. Should a student cut him/herself with a bone fragment or while dissecting, they should take normal precautions by washing the wound thoroughly and notifying the laboratory instructor. First aid materials are readily available in the lab.
7. Instruments dropped on the floor must be washed immediately and rinsed with the alcohol provided. Failure to follow these procedures may result in mold growth on a specimen, rendering it unsatisfactory for further study.
8. At the end of each laboratory session the specimen must be draped with the terry cloth toweling and the tub cover, if appropriate.

2.57.3 Use of Bicycles, Roller-skates, Roller blades, Skateboards, etc.

Bicycles are not permitted in the SRS building or any other building on campus (see university policy regarding bicycles). A small bicycle rack is located in front of the student entrance for student use. Roller-skates, roller blades and skateboards are not to be used in the SRS building. All persons must remove, or put away, these articles prior to entering the building.

2.57.4 Pets

Pets of any kind are not permitted in the SRS building.

2.57.5 Student Computer Resources

The University maintains two large computer labs on campus—in Bell Hall and Chan Shun Hall; both having computer resources available to students. In addition, the SRS maintains a small computer lab for physical therapy and occupational therapy students only. Internet access may be gained by use of the computers in the computer lab or through the AU-secure wireless network. Due to the high cost of maintaining the computer lab, no other persons are permitted. It should be considered a privilege to have access to this lab. If you see someone other than a physical therapy student in this lab, please report it to the program office immediately. If this is not tightly controlled, the lab may be closed.

2.57.6 Student Personal Use of School Facilities

Use of any school facilities or equipment must be cleared in advance with the operations assistant. It is requested that the students do not use the exercise equipment, specifically the exercise bikes, ergometers and treadmill, for personal routine exercising. This does add considerable wear to the equipment. Students have access to the university health clubs in the women's and men's resident halls and are encouraged to use them.

2.57.7 Student Facility Access

Every student is issued an Andrews ID card. This card will give each physical therapy student access to the physical therapy student entrance, neuro lab, computer lab, research lab, classrooms, and gym area. Card access is permitted from 6:30 a.m. to 11:00 p.m. Sunday through Thursday and 6:30 a.m. until 1 hour before sundown on Friday. Students have card access again on Saturday one hour after sundown until 11:00 p.m. Students are not permitted in the building after 11:00 p.m. and during Sabbath hours. **The department requests students to turn off lights, close windows and doors upon leaving the building after office hours.**

2.58 Student Lockers

Lockers are located in each of the dressing rooms and are assigned by the operations assistant. On occasion two students may need to share a locker. It is expected that lockers will be kept neat and clean, free from wet/soiled clothes/towels and all food and perishable items, and controlled substances. It is the responsibility of the student to remove their belongings when they exit the program.

2.59 Bulletin Boards

Bulletin boards are provided for student information.

2.59.1 Program Bulletin Board

This bulletin board (located in the short hallway across from the mailboxes is for general and specific announcements that may relate to the program or students. It provides official notice of schedules, activities, policies, requirements, notes of recognition, TBA schedules, class cancellations, or schedule changes. Each student must make a point to check this board at least once every day. **All students are held responsible for announcements placed on this bulletin board. Students should especially check the bulletin board first thing upon arriving on campus at the beginning of every new semester.**

2.59.2 Career Opportunities Announcements

This bulletin board (located in the hallway across from classroom B entrance) is for current listings of job openings in the field of physical therapy/occupational therapy.

2.59.3 Housing, Licensure and Scholarship Bulletin Board

This bulletin board (located in the same location as the Career Opportunities Bulletin Board) is an area for housing availability, licensure information and scholarship opportunities.

2.59.4 Student Bulletin Boards

These bulletin boards are located in the classrooms and are maintained by the class officers. Class sponsored activities are posted here along with other student-to-student announcements.

First Year Students	Classroom B
Second Year Students	Classroom A
Third Year Students	Classroom B

2.60 Mail Service

Outgoing mail is to be placed in the "Outgoing Mail Slot" next to the student mailboxes by 11:00 a.m. if it is expected to go out that day. Incoming mail will be distributed to your mailbox or designated area. Faculty may obtain a key to the mailroom from the operations assistant.

2.61 Student Mailboxes

Student mailboxes are located in the hallway off the student lobby and are provided for:

1. Teachers to return assignments or leave messages for the students(s).
2. Official departmental messages
3. Incoming telephone messages for students

Personal mail or UPS/FedEx shipments should not be sent to the School of Rehabilitation Sciences. Students, faculty and staff are asked to respect the privacy and confidentiality of the individual boxes. Students are expected to check their mailboxes several times each day and before leaving the building at the end of each day. Students wishing to drop off notes and small packages for distribution to classmates' boxes may leave them with the operations assistant. Replacement cost for a lost mailbox key is currently \$20.00.

2.62 Student Email & Teams

Each student will receive an email and Teams account through Andrews University. It is important that students check their Andrews email and Teams account daily. Faculty routinely send messages to students concerning changes in class schedules and information for assignments, exams or quizzes. The primary mechanism of communications between the student and the university is through students' Andrews email and Teams account. Teams also serves as a nice way for students to contact the program office or send messages of encouragement to each other.

2.63 Faculty/Staff Parking

A regular parking permit can be obtained through the Campus Safety office on Garland Ave. Please remember that parking violations are treated very seriously on campus and cars will be towed regardless of who they belong to.

2.64 Student Parking

Students are asked to follow the published university regulations regarding the parking of vehicles and bicycles. Each student is required to have a parking permit issued by the university campus safety department. To avoid a parking ticket, all physical therapy students are asked to use the two parking lots east of the bookstore and Johnson Gym Parking lot across from the PT building. Students are not to park on the sidewalk side of the street in front of the PT building. Parking on the sidewalk side of the street is reserved for contract and regular faculty, staff, clients, research subjects, delivery vehicles, and visitors. Please remember that parking violations are treated very seriously on campus and cars will be towed regardless of who they belong to.

2.65 Program Safety

2.65.1 Fire

1. Andrews University is a smoke-free campus.
2. Do not overload outlets or run extension cords under carpets.
3. Familiarize yourself with the use of fire extinguishers, but never fight a fire alone. Do not use a fire extinguisher unless properly trained.
4. Do not block fire extinguishers, stand pipes or sprinkler heads.
5. Report missing, used, or damaged fire extinguishers to the operations assistant.
6. Report broken or defective electric fixtures, switches, or outlets to the operations assistant and discontinue use until proper repairs are made.
7. Do not block or prop open fire doors.
8. Report broken exit lights or alarms to the operations assistant.
9. Maintain clear aisles and exit ways.
10. Check fire doors for automatic closing devices and latching hardware.
11. Keep fire exit doors unlocked.
12. Use approved cans for storing flammable liquids.
13. Remove excessive combustible storage and trash. Good housekeeping is good fire prevention.
14. Report all fires, even small fires, to the Campus Safety Department immediately (ext. 3321)

2.65.2 Evacuation procedure for emergency exit:

1. Upon the discovery of fire, remain calm.
2. Alert other occupants by pulling the manual fire alarm pull station located in the hallways.
3. Check to see that other employees, students and guests are aware of an evacuation.
4. Do not take personal belongings.
5. Close your doors
6. Do not talk during evacuation. Listen for instructions.
7. Select an alternate escape route if your designated exit is blocked by smoke or fire.

8. If you become trapped in an office, close the door and seal off cracks and signal fire fighters for rescue and wait.
9. Do not re-enter the building until the fire chief issues an "all clear".

2.65.3 Tornado

Tornado warning: By definition, a tornado warning is an alert by the National Weather Service confirming a tornado sighting and location. The weather service will announce the approximate time of detection and direction of movement. Wind will be 75 mph or greater. Public warning will come over the radio, TV, or five-minute steady blasts of sirens by the municipal defense warning system.

Action to take:

1. Get away from the perimeter of the building and exterior glass.
2. Leave your exterior office or classroom area and close doors.
3. Go to the center corridor and protect yourself by putting your head as close to your lap as possible, or kneel protecting your head.

If you are trapped in an outside office:

1. Seek protection under a desk.
2. Keep calm.
3. Keep your radio or television set tuned to a local station for information.

2.65.4 Lockdown

Inside Threat:

RUN

1. Get out of the building if you can do so safely
2. Encourage others to get out, but don't let them slow you down
3. Don't try to move unconscious injured
4. Warn others/Prevent them from entering
5. Call 9-1-1

HIDE: If you cannot safely get out

1. Lock and Barricade Doors
2. Turn Off Lights
3. Close Blinds or Cover Windows
4. Turn off Computers and Projectors
5. Get down and Spread Out
6. Silence Cell Phones
7. Call 9-1-1

FIGHT: If your life is in imminent danger

1. Commit to your actions, Act Aggressively,
2. Improvise Weapons and Throw Items
3. Rush the attacker together
4. Attack vulnerable body areas
5. Continue until the attacker is no longer a threat

Outside Threat:

If you are in a building:

1. Lock and Barricade Exterior Doors
2. Perform all actions from HIDE above
3. Call 9-1-1

If you are caught outside:

1. Leave Campus, if you can safely do so
2. Run to a Building, if you can safely do so
3. Seek Cover
4. Call or Text 9-1-1

2.65.5 First-Aid

Two first-aid kits are located within the facility. One is in the program office workroom and the other is in the modalities area.

2.65.6 Universal Precautions

Universal precautions, as defined by Centers for Disease Control (CDC), are a set of precautions designed to prevent transmission of human immunodeficiency virus (HIV), hepatitis B virus (HBV), and other blood-borne pathogens when providing first aid or health care. Under universal precautions, blood and certain body fluids of all clients are considered potentially infectious for HIV, HBV and other blood-borne pathogens. All faculty, staff and students are expected to follow universal precautions, as identified by the CDC.

In the even of a pandemic the University may implement supplemental policies.

GLOVING, GOWNING, MASKING, AND OTHER PROTECTIVE BARRIERS AS PART OF UNIVERSAL PRECAUTIONS

All health care workers should routinely use appropriate barrier precautions to prevent skin and mucous membrane exposure during contact with any client's blood or body fluids that require universal precautions.

Gloves should be worn:

- for touching blood and body fluids requiring universal precautions, mucous membranes, or non-intact skin of all clients, and
- for handling items or surfaces soiled with blood or body fluids to which universal precautions apply.

Gloves should be changed after contact with each patient. Hands and other skin surfaces should be washed immediately or as soon as patient safety permits if contaminated with blood or body fluids requiring universal precautions. Hands should be washed immediately after gloves are removed. Gloves should reduce the incidence of blood contamination of hands during phlebotomy, but they cannot prevent penetrating injuries caused by needles or other sharp instruments. Institutions that judge routine gloving for all phlebotomies is not necessary should periodically reevaluate their policy. Gloves should always be available to health care workers who wish to use them for phlebotomy. In addition, the following general guidelines apply:

1. Use gloves for performing phlebotomy when the health care worker has cuts, scratches, or other breaks in his/her skin.
2. Use gloves in situations where the health care worker judges that hand contamination with blood may occur, e.g., when performing phlebotomy on an uncooperative patient.
3. Use gloves for performing finger and/or heel sticks on infants and children.
4. Use gloves when persons are receiving training in phlebotomy.

The Center for Devices and Radiological Health, Food and Drug Administration (FDA), has responsibility for regulating the medical glove industry. For more information about selection of gloves, call FDA at 301-443-8913.

Masks and protective eyewear or face shields should be worn by health care workers to prevent exposure of mucous membranes of the mouth, nose, and eyes during procedures that are likely to generate droplets of blood or body fluids requiring universal precautions. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or body fluids requiring universal precautions.

All health care workers should take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices during procedures; when cleaning used instruments; during disposal of used needles; and when handling sharp instruments after procedures. To prevent needle-stick injuries, needles should not be recapped by hand, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand. After they are used, disposable syringes and needles, scalpel blades, and other sharp items should be placed in puncture-resistant containers for disposal. The puncture-resistant containers should be located as close as practical to the use area. All reusable needles should be placed in a puncture-resistant container for transport to the reprocessing area.

General infection control practices should further minimize the already minute risk for salivary transmission of HIV. These infection control practices include the use of gloves for digital examination of mucous membranes and endotracheal suctioning, hand washing after exposure to saliva, and minimizing the need for emergency mouth-to-mouth resuscitation by making mouthpieces and other ventilation devices available for use in areas where the need for resuscitation is predictable.

Although universal precautions do not apply to human breast milk, gloves may be worn by health care workers in situations where exposures to breast milk might be frequent, e.g., in breast milk banking.

3 ACADEMICS

3.1 Program Planning and Assessment

Planning and assessment will occur in the School of Rehabilitation Sciences (SRS) Faculty Council each semester, as needed. The core faculty of each program regularly assess the program. Formal curriculum assessment and planning of each program will be held on an annual basis in the Curriculum Review Meeting.

3.2 School of Rehabilitation Sciences Faculty Council

Weekly faculty council meetings are conducted to handle the business of the program and to maintain the lines of open communication between all faculty levels. Topics discussed include changes within and without of the department, student concerns, curriculum issues, procedural reminders or changes, etc. The school chairperson chairs the faculty council and the administrative assistant is the recording secretary.

3.2.1 Attendees with Voting Privileges

1. School chair (tie-breaking vote)
2. Admissions Coordinator
3. All core faculty
4. Administrative assistant (vote represents all program staff)
5. All associated faculty who teach greater than 50% of a course and are instructing the physical therapy students that semester
6. For non-confidential items, the class president or vice president for each DPT and OTD cohort (One vote total per program between the student representatives).

3.2.2 Ex-officio and Other Invitees Without Voting Rights

1. School chair (if not program director)
2. Health professions marketing coordinator
3. Guest representatives from the university or College of Health and Human Services

3.3 School of Rehabilitation Sciences Professional Degree Council (SRSPDC)

The purpose of the SRSPDC is to ensure the basic governance intent for the professional program. Among other things, this council has delegated authority to act as Course and Curriculum Committee, to develop academic, school, financial policies and procedures, to review and approve program development policies and procedures, and formulate and approve general education requirements for all OT/PT programs. Membership on the SRSPDC includes all core faculty, the CHHS dean (chair of the committee), dean of the School of Graduate Studies (without vote), and select other faculty.^{16 17}

3.4 Curriculum Review Committee

Each program will hold an annual Curriculum Review Meeting. The review process will address program prerequisites, program courses, committee progression, instructional changes and outcomes, and graduate outcomes.

Each instructor, whether regular or associated faculty or clinical instructor/fieldwork educator, can have input to the program's curriculum via the annual Curriculum Review Committee meeting or Faculty Council.

3.4.1 Committee membership:

- Voting members of the committee will include the:
1. School chair
 2. Admissions coordinator

¹⁶ 2024-2025 Andrews University Bulletin, Vol. 105, p. 39

¹⁷ AU Working Policy Section 1, Appendix J

3. Core faculty
4. Selected Associated/contract teachers
5. One or two representatives from clinical education/fieldwork faculty
6. One or two representatives from alumni
7. One or two representatives from the current student body
8. One or two representatives from clinics who employ our graduates

Additional guests may be invited, and often include the:

1. CHHS dean
2. Graduate dean
3. Assistant dean for graduate studies.

The Curriculum Review Committee is chaired by the school chair, and is comprised of the program core faculty and representatives from the associated faculty, clinical faculty, student body and alumni. It convenes as an annual comprehensive program review meeting. It affirms the strengths and establishes the need for change and recommends that change to the SRS Faculty Council for action.

Feedback can be given to the Curriculum Review Committee directly or through contact with the track coordinator, school chair, or any one of the attendees listed above. Clinical/fieldwork faculty can give feedback directly through the AFWC/DCE.

Substantive and select no-substantive curriculum changes are taken to the SRS Degree Council, which has the final authority for course and curriculum content. The SRS Faculty Council functions with authority of the Curriculum Review Committee for any and all matters concerning curriculum between the annual curriculum meetings.

3.4.2 Responsibilities

The program director and curriculum coordinator are responsible for organizing the meeting, gathering and compiling the assessment information, and identifying follow-up on previous recommendations. Assessment tools will address programmatic and graduate outcomes. The tools will be reviewed, and modified if needed, on an annual basis.

3.4.3 Information sources

Assessment tools will be used to collect information regarding all phases of the program, starting from initial prospective student contact, through alumni status. Assessment tools will include, but are not limited to:

1. Outcomes Survey Of Graduates
2. Outcomes Survey Of Patients/Clients
3. Outcomes Survey Of Supervisors
4. Licensing Exam Results/ National Certification Exam Results
5. Program Graduate Exit Interview
6. Clinical Performance Instrument/ Fieldwork Performance Evaluation (FWPE)
7. Students' Assessment Of Academic Preparation
8. Clinical Instructors' Report/ Fieldwork Educators' report
9. Students' Assessment Of Academic Preparation
10. Admissions Evaluation & Stats

Outcome surveys will be sent to alumni who graduated one year prior to the review. The Curriculum Review Document, will include data from all the assessment tools, as well as minutes from the previous year, with the recommended plan of action. When possible, data from assessment tools, such as the National Exam results and exit survey, will be present for at least three

years. Committee attendees must return the Curriculum Review document at the end of the committee meeting.

3.5 Policies and Procedures Review

Policies and procedures, as presented in the SRS Policies and Procedures Manual, the student handbooks, the Associated Faculty Handbook or the Clinical Education/Fieldwork Handbook will be reviewed on an annual basis.

3.6 Accreditation Standards

The DPT and OTD programs will be administered in a manner consistent with accreditation policies and procedures, including: reports of graduation rates, performance on state licensing examinations, and employment rates; and submission of reports or materials required by CAPTE or ACOTE. The chair or the his/her designee is responsible for writing and submitting such reports or materials within the required timeframe.

3.7 PT Postprofessional Curriculum Review

Currently under revision; will be added at a later date.

3.8 Academic Terms

The three years of the program are divided into class standings as follows:

First Year

OT/PT-1 Fall Semester

OT/PT-2 Spring Semester

Second Year

OT/PT-3 Summer Semester

OT/PT-4 Fall Semester

OT/PT-5 Spring Semester

Third Year

OT/PT-6 Summer Semester

OT/PT-7 Fall Semester

OT/PT-8 Spring Semester

OT/PT-9 Summer Semester

3.9 Curriculum Outline

The Curriculum Outline provides a list of courses that occupational or physical therapy students will take throughout the three years of the program, along with the instructor who is currently assigned to teach them. See the SRS, Student Resources website for current Curriculum Outlines.

3.10 Course Description Outline

The Course Description Outline provides an abbreviated course description for each of the required courses in the program. This description is meant to provide a better understanding of each course offered in the program. Course descriptions can be found on respective program webpages.

3.11 Class Schedule

The current Class Schedule with lectures, laboratories, TBA's, chapels, student activities and other reminders for the semester are available on the SRS Student Resource web page, or <https://www.andrews.edu/chhs/srs/resources/index.html> Schedules for the following semester are added prior to the end of examination week of each respective semester.

3.11.1 Laboratory Scheduling

Some labs meet simultaneously as one group. For others, the class may be divided into two or more sections. Students are assigned to the respective lab sections. If students wish to request a particular lab section to accommodate work schedules, they should check with the operations assistant three weeks prior to the end of the preceding semester. Due to lab size restrictions, requests will be considered on a first come basis.

Once the lab sections have been determined and the students and instructors have been notified, changes will be made only if the student is able to locate another student willing to exchange lab sections. All changes in lab assignments are subject to the instructor's approval.

3.11.2 To Be Arranged (TBA) Schedule

Approximately once a week during each semester there will be a TBA class period on the Class Schedule. These are utilized to give instructors additional time to make up or add information they feel relevant to their class. Attendance is required during these class periods. The TBA topic sheet is kept on the bulletin board across from the student mailboxes. Each student is accountable to monitor this schedule regularly. If no instructor has signed up for this class period 24 hours before it starts, it will be automatically canceled.

3.11.3 Schedule Changes

Situations unique to guest and contract instructor schedules, or unforeseen problems such as inclement weather or other emergencies do arise on occasion which necessitate schedule changes. This makes the course and activity schedules subject to revision prior to or during any respective semester. A notice of the schedule change will be emailed to students, placed in student mailboxes or posted on the whiteboard of the classroom where the class is normally held. An attempt will be made to minimize the number of schedule changes. Students are requested and expected to arrange their work and personal schedules to adapt to revisions in class schedules.

3.12 Student Work Schedules

Class and lab schedules vary. Therefore, student work schedules will need to be flexible to accommodate class schedules. It is recommended that students plan to work no more than 10 hours per week to insure adequate study time.

3.13 Registration Procedures

Before the close of each semester the operations assistant will inform and orient each student to the specific registration procedures and time schedules to follow for registration for the successive semester.

3.14 Pre-PT /Pre-OT Student Advising

All students who have identified themselves as "Pre-PT" or "Pre-OT" students through the registrar's office will be assigned to the "Pre-PT/OT advisor" within the SRS. The Admissions coordinator acts as the advisor and will meet with each student *at least* once a semester. At the initial meeting the advisor will provide a copy of the AU DPT/OTD prerequisite course and a sample 3-year course schedule. In addition, every semester the student will be given a course planning sheet on which they can identify the intended courses for the year or following semester. The student will bring this sheet to the advising session, during which the advisor will verify appropriateness of the courses and feasibility of the proposed schedule.

The Pre-PT/OT advisor is responsible for communicating with all pre-PT students regarding overall academic standing and any planned pre-PT/OT activities.

3.15 SRS Faculty Advising Responsibilities

The SRS faculty members may be assigned to provide academic advising services to graduate and/or undergraduate students.¹⁸

3.15.1 Assignment of Advisors

Students will receive the name of their academic advisor at their initial registration. They are encouraged and expected to involve their advisor and work with them whenever academic planning and decisions are made, or when other problems arise. It is recommended that you

¹⁸ AU Working Policy 2:165

schedule an appointment with your advisee at least twice each semester if for no other reason than to have them get to know you better.

Academic advisors for physical or occupational therapy students are physical or occupational therapy faculty members who are assigned to the students at the beginning of the program. The advisor assignments will remain unchanged throughout the program, unless faculty changes occur and the need for equitable distribution of student advisees arises.

3.15.2 Changing Advisors

If a student wishes to change their academic advisor, a request may be submitted to the school chair

3.15.3 Advisor Responsibility

Advisors make themselves available to counsel and assist students in academic, clinical, professional, and student life issues. Specific areas the advisor will work with the student include:

1. Assisting the student in creating and implementing the "Professional Development Portfolio" (PDP), which will be reevaluated each semester, and serve as a mentor throughout the program.
2. Advise students about relevant university and program policies when petitioning for waivers or unusual circumstances and bring the petitions to the SRS Faculty Council for action.
3. Review the student's academic record each semester, and provide academic counseling when necessary.

Students are required to meet with their advisor each semester to review their PDP and to develop strategies for continued growth. Students should meet with their individual faculty in specific courses to discuss difficulties related to course content.

Advisors respect recommendations and actions taken by the SRS Faculty Council. University policies and input from the dean of the CHHS, the Office of Student Services, the Counseling and Testing Center, and other professional sources are taken into consideration when working with the student.

Advisors receive a file copy of all academic notices sent to the student and faculty actions regarding the student. If a faculty member notices a student is struggling academically, suggest they meet with their advisor so they can assist them with their academic plan.

3.16 Postprofessional Program Advising

All postprofessional students are advised by the respective program director or his/her designee. The program director will lay out the curriculum plan and provide the course schedule for each student. Questions related to the curriculum plan are to be directed to the program director. The Postprofessional Operations Coordinator & Advisor serves as the general advisor for the postprofessional programs.

3.17 Professional Expectations

All SRS faculty are committed to the concept of adult learning where instructors serve as facilitators of the process of learning. Within this environment the student holds the ultimate responsibility to determine the quality of his/her educational experience.

To assist students' growth in these behaviors, all are regularly assessed, generally at program entry, at the end of each semester, and at program completion. In addition, behaviors may be assessed and reported on when students have engaged in specific instances of unprofessional behavior.

3.17.1 Professional Behaviors

The Professional Behaviors document is the result of the University of Wisconsin—Madison PT education program and May W., Kotney L., and Iglarsh A. The Professional Behaviors reflect the intent of assessing professional behaviors which are

deemed critical for professional growth and development in PT education and practice. These behaviors with their criteria are as follows:

1. Critical Thinking – The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.
2. Communication – The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
3. Problem Solving – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
4. Interpersonal Skills – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
5. Responsibility – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.
6. Professionalism – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
7. Use of Constructive Feedback – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
8. Effective Use of Time and Resources – The ability to manage time and resources effectively to obtain the maximum possible benefit.
9. Stress Management – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.
10. Commitment to Learning – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

Students will be oriented to the 10 Professional Behaviors during DPT program orientation and PTH415 and will be made aware that they will be assessed on these behaviors multiple times throughout the program.

Each student is expected to demonstrate professional behavior and a commitment to learning. This will include, but not be limited to, punctuality and preparedness for each class session, and timely completion of assignments. Students are expected to participate in class discussions in a manner that demonstrates respect for their instructor, fellow classmates, and the department. Students also represent the DPT program, Andrews University and Christ outside the PT building and therefore are still held to the professional expectations policy, particularly #2 and #4-6. This also applies to social media communications like Instagram, Facebook, Twitter, Snap chat, etc.

Students who do not meet these standards are notified in writing. If this behavior continues, the student will be required to meet with their advisor to submit a corrective plan of remediation which must be approved by the School of Rehabilitation Sciences

Faculty Council in order to continue in the physical therapy program. If the remediation plan is not followed, the student will disqualify themselves from continuing in the DPT program. Under certain circumstances, the School of Rehabilitation Sciences Faculty Council may deem certain student infractions as serious enough to warrant immediate dismissal from the program.

Please see "G:\COMMON\FORMS\Student Contact Form.pdf" for form.

3.17.2 School Core Values

The school core values shape the culture of the school and the way in which we meet our missions. These core values and mission align with the CHHS and university missions. The faculty, staff and students are expected to exemplify Christian values through their family spirit, servant's heart, and inquiring mind. Our desire is for continual growth in our core values, therefore, faculty are encouraged to address any behavior that falls outside of these specific expectations.¹⁹

3.18 Purpose of the Professional Development Portfolio (PDP)

The Faculty of the Entry-Level DPT Program in Physical Therapy are committed to a philosophy of continuous self-assessment and professional development as an integral part of the learning process within professional education. We believe that professional behaviors and attitudes are essential for success as a physical therapist, and that academic and clinical faculty serve as mentors and role models within the professional education environment.

Students will work with their faculty advisors to develop a Professional Development Portfolio (PDP) that will be continually assessed and revised as the student grows within the professional role of the physical therapist. The purpose of this portfolio is to provide the student with mentorship and constructive feedback that will facilitate an understanding of professional responsibility and to recognize opportunities for enrichment, development and improvement.

The PDP will be based on an ongoing process of self-assessment using the Professional Expectation policy (3.14). These behaviors allow therapists to apply and integrate cognitive and affective skills, to interact effectively with clients, families, the community and other professionals, and to function successfully within varied health care settings. The assessment of professional behavior provides the student with clear guidelines about professional expectations and complements the more traditional assessment of knowledge and skill. The assessment is based on explicit criteria, which reflect multidimensional observation and appraisal of the student in action. It is founded within a context of timely and constructive feedback. See section 4.20 for more information regarding the PDP.

3.19 Procedures for the PDP

Each student must complete a self-assessment form for each professional behavior, perform a peer assessment, and include an element of service as part of their PDP. Each semester the PDP must be submitted to their faculty advisor. The self-assessment will be completed by the student at the beginning of their academic experience and may be repeated at designated times to measure student growth. Goals that relate to the specific generic abilities should be formulated with specific strategies that may be achieved within clinical or academic settings. Artifacts that provide opportunities for growth within each of the goal areas will be included in the portfolio along with reflection on these opportunities and how this is helping the student reach their goals. The PDP is interwoven within one course each semester and due dates for submissions will be announced at that time.

Students are required to meet with their academic advisors each semester to review their PDP, discuss recent achievements, evaluate goals, and develop strategies for further growth and progress. Students must meet with their advisor and complete their portfolio assignment prior to finals week of each semester. Failure to do so will result in an incomplete for the course and a reduction of the final grade by ½ letter for the course which the PDP is assigned. The student will then have the first two weeks of the new semester to successfully complete the previous

¹⁹ See AU School of Rehabilitation Sciences vision, mission, core values, and philosophy in Section 1

semester's PDP assignment. Failure to do so will prohibit the student from attending classes until the PDP is completed. Successful completion of portfolio assignment is indicated by the signature of the advisor on the Advisor Evaluation Form and turning the form in to the instructor of the course to which the PDP is assigned. Students will use their PDP to guide them as they develop into a Physical Therapist professional.

3.20 Preparation of Teaching Materials

The quality of course materials and their timely presentation can have a significant impact on student-teacher relations. Therefore, course materials should be both clear in presentation and format, and complete in content.

3.20.1 Course Materials

Instructors are expected to do their own preparation of course materials. Limited grad assistant funds are available to all faculty to assist as needed and appropriate with tasks. The school chair approves all grad assistant requests.

3.20.2 Photocopying

Since Learning Hub is available for all courses, electronic access to course materials is preferred to printing. Instructors will be given orientation to the photocopying equipment in the program workroom. Equipment available includes: a large copy machine, three-hole punch, paper cutter, staplers, and paper shredder for confidential material. File folders and hanging files are also available.

Plan ahead to allow sufficient time for copying. It is preferred that larger jobs (5 pages or more) be sent to Lithotech for copying, therefore, give the materials to the operations assistant in time to meet the minimum five-day turn-around time. Even for the smaller jobs you do yourself, remember there is always the potential for equipment malfunction and that many other instructors also use the copier.

When making copies for class, one should be made for each student, one for yourself as the instructor, and save a copy of everything given to the student in class to the G drive: G:\FACULTY_Curriculum Drawer. It is the faculty member's responsibility to ensure all materials are put into the electronic curriculum drawer.

3.20.3 Fax Machine

There is a fax machine available in the program office for your teaching related use. The school fax number is (269) 471-2866. The operations assistant can assist you if needed.

3.20.4 Textbook Selection and Ordering

A new link and sign-on process has been provided by the bookstore. Use [sign in to the Bookstore Adoption Site](#) to submit your book adoptions. Remember the deadlines:

- For summer semester: February 16
- For fall semester: April 1
- For spring semester: September 1

Textbooks should be ordered a minimum of eight (8) weeks prior to the semester they are to be used. The bookstore maintains a list of publisher representatives and books available. They will be glad to assist in finding the right book, most publisher will also provide a free text to the instructor for books used as textbooks or recommended book in a course. The publisher or their local sales representative can be contacted for you by the operations assistant.

3.20.5 Course Syllabus

One of the most important responsibilities of a teacher is to give clear and accurate information to students at the beginning of each semester about the content and requirements for a course. This should take the form of a course syllabus made available to the students in Ivue and Learning Hub at least one week before classes begin. The teacher needs to make sure that the syllabus covers the course requirements, grading policy, and objectives of the course. The teacher should file a current syllabus for each course taught with the administrative assistant. This must be done prior to the start of the course.

1. Course Syllabus Format: Please see Appendix for the outline format which incorporates information required by the school, university, and accreditation bodies.
2. Course Syllabus Distribution: The students should have access to the course syllabus from Learning Hub. Review the document with the students on the first day of class, clarifying and answering questions as necessary.

3.20.6 Course Outline/Handouts

The outline is a compilation of information that will be expounded upon during the course by the instructor. A course outline is not required, however, if lecture material is given at a speed greater than students can take notes, an outline is recommended. One copy of the outline and all handout materials must be saved to the electronic curriculum files.

Content may include:

1. Primary or supplemental information in textual or outline format
2. Graphics
3. Articles for student review
4. Review sheets for exams
5. Sample test questions to facilitate student preparation for exams.
6. Detailed instructions regarding assignments

The following are guidelines for outline preparation:

1. The outline should be typed with page numbers and organized for easy reference.
2. A brief outline requires more extensive note taking on the part of the students. If you lecture fast or have an extensive volume of material to cover, a more in-depth outline will be needed.

When including assignments in the Course Syllabus or outline, avoid assigning busy work. Remember! Physical and occupational Therapy students carry a heavy academic load. Make assignments pertinent and directed towards critical thinking and problem solving whenever possible.

3.21 Evaluation of Teaching

3.21.1 Course Evaluation by Students

All faculty and adjunct members will be evaluated by a Course survey. This data will be collected every semester for each course that is taught. Approximately two weeks before the end of a semester, each faculty will be notified of the Course survey being emailed to their students. The survey is typically given the week before final exams, and should not be sent the same class period as the final exam. See Appendix for sample Course Evaluation Form.

3.21.2 Core Faculty Self-Evaluations

Core faculty are expected to do a self-assessment of their courses after reviewing each semester's course evaluations. Faculty should reflect on the mean scores for each question as well as the open-ended comments when considering the strengths of the course and the area for improvement. Typically comments that are repeated multiple times warrant serious consideration, while comments that are conflicting may not hold merit. In any event, faculty should feel free to seek additional feedback from the students where there are multiple conflicting or unclear statements. Faculty should keep a record of changes they make to their courses based on feedback and self-assessment for the purpose of the annual evaluation, for advancement, and for Curriculum Review.

3.21.3 Formative Assessment

One of the greatest gifts we have at Andrews University is the support and care of our colleagues. A new university-wide initiative to leverage this gift is through the Formative Dialogues Program. The program provides opportunities for faculty to observe each other's classes through a non-evaluative and non-threatening process.

With the support of the Chief Academic Officer's Office and the Center for Teaching and Learning, Colleagues are available to schedule a time with you for a short pre-observation conversation, a classroom observation, and a post-observation conversation.

1. Confidentiality: The dialogues on teaching are confidential. The conversations about teaching are protected by a mutual understanding of confidentiality. A confidentiality agreement may be signed if desired.

2. Anonymity: Neither the colleague nor the faculty who requested the observation have to disclose that an observation has taken place. Colleagues will report to the CTL only the number of dialogues they conducted each semester.

3. Focus: The focus of the dialogue is decided by the faculty member who requests the observation. The faculty member who requests the observation writes the report (optional and/or as needed for annual report or advancement).

[Link to Formative Dialogue Resources](#)

3.21.4 Associated Faculty Evaluations

The track coordinator and/or program director will sit in on one or two lectures and/or labs to evaluate teaching methods based on the Peer Evaluation Form. The track coordinator and/or program director will schedule an appointment to review results of teaching evaluation with each associated faculty member. [Link to Formative Dialogue Resources](#)

4 INSTRUCTION

4.1 Teaching Responsibilities of all Faculty Members

4.1.1 Integration of Faith and Learning

Andrews University is a Seventh-day Adventist institution of higher education. It was established to provide high quality instruction in the arts and sciences and in vocational and professional education for the members of the Adventist church. It is now the flagship university of the Seventh-day Adventist church, serving students both nationally and internationally.

Andrews University serves the interests of the Seventh-day Adventist church:

- To further the mission of the Seventh-day Adventist church to carry the gospel to all the world;
- To educate students for generous service to the church and society in keeping with a faithful witness to Christ and to the worldwide mission of the Seventh-day Adventist church;
- To provide courses of study, based upon a Biblical foundation, which integrate faith, learning and research;
- To provide an educational experience that recognizes the priority of spiritual life and honors the value of diversity; and
- To offer its material and human resources to support local, regional, national and global outreach programs of the Seventh-day Adventist church.

The university welcomes others who wish to study within the context of Seventh-day Adventist educational and community values. The university is concerned with educating persons who will be responsible citizens of their countries, who will contribute to the welfare of their communities and who have special interest in giving of their talents for the welfare of humanity.²⁰

4.1.2 Philosophical Foundation for Teaching

An effective teacher implements professional practices guided by a clear philosophy of Christian principles advancing the mission of the university and the School of Rehabilitation Sciences by:

4.1.2.1 Designs Credible Course Content

An effective teacher possesses the core knowledge and understanding in the discipline which is evident in the ability to develop rigorous course material and learning experiences.

4.1.2.2 Implements Effective Course Content

An effective teacher delivers well-organized course content which engages students in active pursuits of the discipline through various appropriate teaching approaches. See Appendix for resources of Bloom's taxonomy, and writing course objectives.

4.1.2.3 Assesses Student Learning

An effective teacher assesses important student learning outcomes regularly to improve student learning and to provide data for decision-making and improve the program.

4.1.2.4 Reflects on Practice and Refine Course Content

An effective teacher reflects on personal teaching practices and experiences to thoughtfully refine and revise course content.

4.1.2.5 Builds Relationships with Students

An effective teacher demonstrates a nurturing attitude towards students while building and maintaining appropriate relationships with a diverse student body.

²⁰ AU Working Policy 2:308:1:1

4.1.2.6 Continues Professional Development

An effective teacher maintains contemporary content knowledge by remaining current in the discipline.

Andrews University provides comprehensive support and resources for all faculty through the [Office of Institutional Effectiveness](#), [Center for Teaching and Learning](#), [Department of Digital Learning and Instructional Technology](#), and the [Office of Research and Creative Scholarship](#). You are strongly encouraged to take advantage of these resources.

4.2 Students as Patient Simulators

By the very nature of the professions, the physical and occupational programs maintain a hands-on curriculum. Each student is expected to serve as a practice subject (or patient simulator) for other students while in the DPT & OTD programs.

Students objecting to this expectation or who have a legitimate reason or health concern or otherwise feel they should not participate as a patient simulator or subject for purposes of demonstration or practice of a occupational and physical therapy skill or modality, are responsible to submit a written request to the instructor for reasonable accommodation. For safety purposes it is expected that a student with any health history that may be a precaution or contraindication, will disclose this information to the appropriate instructor.

If a student plans to practice a skill on a classmate, there is an obligation to respect the rights of the partner and to discontinue a procedure upon request. Further, students should not request the right to practice a skill or modality procedure on a classmate until the appropriate instruction has been received. Therapeutic modalities and equipment are not to be used by students without prior approval of the appropriate instructor. Non-students may be used for demonstration purposes by instructors provided they have signed an informed consent and hold harmless agreement that identifies the potential risks associated with his/her participation. At no time should students practice on non-program participants, nor should they bring them to the facility for such purposes unless otherwise instructed to do so as part of a class assignment. Minors who are brought to the facility for purposes of demonstration must be accompanied by a parent or legal guardian. The parent or legal guardian must sign an informed consent and hold harmless agreement making him/her aware of the potential risks associated with the minor's participation.

4.3 Client/Patient Agreement Form

Incorporating lab subjects/clients into courses is encouraged as this brings "real-life" experiences to students prior to entering a clinical education experience. When lab subjects/clients agree to participate they must complete, sign and submit a Client/Patient Agreement to the instructor prior to participating. Forms should be filed in the course curriculum file for that course. A sample form is included in the appendix and is available in G:\COMMON\FORMS.

4.4 Instructional Technology

4.4.1 Audio-Visual Materials

There are TV display panels in classrooms A-B, Ortho lab and PT Gym in Classrooms A and B and in the PT Gym. Classrooms C & D, Neuro Lab, and Modalities Lab have ceiling-mounted projectors. HDMI cables are available in each space to connect your laptop. Additional supplies needed for the audio-visuals are available through the operations assistant.

4.4.2 James White Library

The James White library provides a full range of services to students, faculty, and staff of the university. These services include library instruction and reference services; circulation of library materials; interlibrary loan and document delivery; course reserves, and services to off-campus students and programs. The library also offers services to alumni, residents of Berrien Springs, and surrounding communities. Consult the JWL Policy Book for details of these and other services.²¹

²¹ 2024-2025 Andrews University Bulletin, 2:510

As libraries face acquiring resources in both print and electronic formats at a time of flat or decreasing budgets, ownership of all information resources needed by the greater Andrews University community is no longer the guiding principle for collection management. Funds must be allocated strategically by aligning the library resources budget with the priorities and strategic plan of the university.

The information resources budget supports AU's curricula, graduate and undergraduate, and faculty research and service. The resources budget includes allocations for books and media, print and electronic journals, electronic databases, OCLC cataloging and interlibrary loan processing costs, maintenance and upgrade fees for AU's library information management system, and binding/material preparation costs.

Additional material support (infrastructure) resources are needed for interlibrary loans, both traditional ILL and through local and regional consortia such as MelCat, a statewide union catalog and book delivery system, and the hardware and software support needed to access electronic resources. This infrastructure includes software such as Serials Solutions to better manage access to both print and electronic journals, and information delivery models such as an information commons to provide access to AU's ever-increasing collection of electronic resources.

A Resources Development Committee is responsible for policies and major selection decisions. The resources development policy appears in the JWL Policy Book and on the library web site. The policy has three sections: the guiding philosophy, general guidelines, and specific guidelines for each unit that oversees collection management.

Library faculty liaise with faculty in the schools and departments for the purpose of collaborating in the selection of library resources as part of the Library Liaison Program. See the Faculty Guidelines for Selecting and Ordering Library Materials (<http://www.andrews.edu/library/services/selectguide.html>).

4.4.3 Learning Hub

[Learning Hub](#) is the on-line learning management tool that is used by Andrews University to complement and supplement your face-to-face courses. If you need assistance in developing and teaching your courses, you may work with your track coordinator or contact Digital Learning & Instructional Technology (DLiT) for personalized one-on-one assistance. Some of the skills that you will acquire are (1) how to upload and maintain the course content page, (2) how to create and maintain the discussion board, (3) how to create and maintain the grade book, (4) how to deliver online quizzes and tests, (5) how to create and grade from the dropbox tool, (6) how to create and maintain the news section, and (7) how to create and maintain attendance records.

4.4.4 Intellectual Property Policy

[OWNERSHIP RIGHTS OF INTELLECTUAL PROPERTY 2:383](#)

Andrews University encourages creativity, research, scholarship, and invention among its employees, resulting in the creation of intellectual property, and encourages the commercial development of such property. This policy shall govern the ownership rights of intellectual property and the disposition and use of any monetary proceeds derived therefrom.

The terms "intellectual property," "work" or "works" shall include any product and productions which may or may not be enhanced by patents and copyrights,

including lecture notes and outlines, papers, laboratory or practicum instructions, scholarly and professional manuscripts, books, articles, works of art, inventions, computer hardware and software, media productions, and similar products, whether or not they are produced in the normal course of discharging an employee's duties of employment.

4.4.5 Copyright Policy

Copyright is important not only for the protection of your own work but also the works you are referencing. There are legal implications for failure to abide by copyright laws. Violations affect the university as a whole.

When determining what faculty members are permitted to do within copyright law you should educate yourself with the resources from the [Andrews University Copyright Office](#). Pay particular attention to the [Fair Use Table](#) for specifics on what you can do with copyright material.

Further guidelines can be found here [7th Edition of Questions & Answers On Copyright For The Campus Community](#)(2006), [Questions and Answers on Copyright for the Campus Community, Copyright 1993, National Association of College Stores, Inc.](#) and the [US Copyright Office](#)

4.4.5.1 Prohibitions:

The following shall be prohibited:

1. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or are reproduced and used separately.
2. There shall be no copying of or from works intended to be "consumable" in the course of study or teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
3. Copying shall not:
 1. substitute for the purchase of books, publisher's reprints or periodicals;
 2. be directed by higher authority;
 3. be repeated with respect to the same item by the same teacher from term to term.
4. No charge shall be made to the student beyond the actual cost of the photocopying.

4.5 Class Decorum

Remember teaching is a mentoring relationship. You will need to do your part in order to have the students do theirs. You cannot expect the students' undivided attention unless you are well prepared.

Try not to gain control in a threatening manner but act as a mentor or facilitator of information. You have a wealth of knowledge they have not had access to before your arrival.

We live in a digital age students are accustomed to using electronic devices in the classroom. Students must specifically request instructor permission before recording class/ lab session.

At the beginning of the class period, let the students know what you plan to accomplish that day. At the end of the class period review with them what they have learned. Try not to be threatened by student questions. Questions usually arise from a lack of understanding or confusion on the students' part. Students are encouraged through critical thinking to be inquisitive. Questions asked by students or the instructor can help the instructor assess the students' ability to grasp the information presented.

It is however your prerogative, as an instructor, to determine what electronic devices are permissible and to change that permission if students misuse the devices and cause disruption in the classroom.

Challenge and coach the students. Use your experience to bring real-life illustrations into the lecture. These illustrations can bring your class to life as well as help the student make the connection between your topic and their chosen profession. Remember, acting

as a mentor and affirming positive behaviors will help students reach their goal to be an effective therapist.

We are role models for our students. Our school vision is to unite Christian values and healthcare education. We need to emulate these values in all aspects especially in the following areas.

4.5.1 Responding to Students

1. Be a positive role model.
2. Avoid becoming defensive.
3. Do not take all comments or actions in class on the part of students, personally.
4. Maintain control. If a student continues to persist in disruptive questioning, or press an issue, ask them to see you after class.
5. Do not allow students to be disrespectful.
6. Students are very perceptive! Critically analyze their comments; they may be valid.
7. It is worth noting that many minor and even major problems that may arise regarding classroom control, can be avoided by an instructor that:
 - Is seen as a positive mentor
 - Is caring and consistent
 - Respects the students and treats them professionally
 - Is well prepared and on time
 - Teaches a course in such a way that the student readily perceives the value of the course and the information presented as being pertinent to her/his development as a physical or occupational therapist.

4.5.2 Discipline

Our programs are professional programs. The attitude that is allowed in the classroom/lab will be the attitude that is perceived to be acceptable in the clinic.

1. If a student is acting or dressing in an inappropriate manner you may ask them to leave. That student can be made responsible for the information missed. (They can get notes from another student, read about it from a text, or meet with you at a time you specify.)
2. If a student has been disciplined, call that student into a private meeting with you later to discuss the inappropriate behavior and consequences.
3. Complete the Student Contact Form and submit to the Administrative Assistant. Report this student to the school chair immediately or Program Director.

4.5.3 Accountability

1. You are accountable for the information you share with the students.
2. Give credit to appropriate resources.
3. If presenting controversial issues and/or including your professional opinion, be sure the students understand this.
4. Avoid undue criticism of other individuals or professional groups.
5. Avoid encouraging students to develop clinical practices that are not accepted within the standard practice of occupational or physical therapy.

4.6 Classroom Behavioral Policies and Procedures

4.6.1 Starting and Ending Class

1. Arrive early.
2. Most classes begin on the hour or at thirty (30) minutes after the hour unless otherwise specified on the schedule.
3. Remember to turn off your cell phone prior to beginning class.
4. Alert the students and operations assistant of schedule changes or cancellations in advance.

5. Discuss your intentions regarding your starting time for class the first time you meet, and stick with it. Students must be encouraged to avoid tardiness. Ways to make your attendance policy meaningful include:
 - a. Design your course such that students feel that they need to be in attendance to gather pertinent information to become good, safe and qualified therapists, as well as prepared for tests and quizzes.
 - b. Regular, unannounced or timed quizzes (if stated in your course syllabus).
 - c. Giving quizzes with a documented policy that no late quizzes will be issued.
 - d. Take attendance; however, it is not recommended that students be given points toward their grade purely for attendance.
6. Talk confidentially and firmly with students who develop a pattern of tardiness. Let them know that entering class late disrupts the other students as well as the instructor.
7. After two tardies complete the Student Contact Form
8. If students know they are going to be absent, they should follow the absence request procedure in the DPT Student Handbook 4.4.

4.6.2 Breaks During Extended Lecture Periods

1. Breaks are usually given only when the lecture period lasts longer than one hour.
2. In general, a ten-minute break should be given after each 1-1.5 lecture hour.
3. If you plan to schedule your breaks differently, bring this to the attention of the students at the beginning of the class period.
4. At the instructor's discretion, the option of skipping the break and getting out ten minutes early may be given to the class but stick with your promise.
5. Please do not allow meal consumption in classrooms or laboratories. An occasional special event may be celebrated with food at the beginning or end of class at the instructor's discretion. Students are encouraged to bring water bottles to class as they often have long sessions (and long days) in classes and laboratories. Snacks are permitted for long class periods but students must clean up after themselves.

4.7 Classroom Maintenance

At the completion of the lecture/lab, it is the responsibility of the instructor to make sure the classroom/lab is left neat and clean. One way to do this is to have the students return the room to its appropriate condition prior to leaving. If an instructor consistently finds their room in disarray, discuss this with the instructor who was in the location prior to them.

4.8 Assumption of Risk / Day Trip Form

In the event students are required to travel off-site for labs, course related activities, or professional meetings the Assumption of Risk Hold Harmless Agreement must be completed, signed, and submitted to the instructor. Forms should be filed in the electronic course curriculum file for that course, for Associated faculty the office staff can scan the completed forms and save in the appropriate electronic file. Form is available in G:\COMMON\Forms.

4.9 Class Attendance

Because of the interactive and collaborative nature of professional education, especially in laboratory sessions, and the rigor of these programs, class attendance is essential for successful learning. Individual instructors have the right to identify course specific attendance policies within their course syllabus. In keeping with the professional behaviors that all health care team members uphold, each student is expected to act in a respectful and professional manner. This includes regular attendance at all classes, and other academic appointments; being present from the beginning to the end of each

scheduled class session; respecting one's classmates, guests, lab subjects and the instructor; and being committed to a positive learning experience. Each student is expected to attend and participate in their assigned laboratory, unless specifically given permission to change labs by the Lab Instructor. Once registered, students are counted as class members and are charged tuition until they complete the appropriate withdrawal/drop forms in the Academic Records Office.

4.10 Testing

It is the goal of the faculty and staff to prepare graduates who are primary healthcare providers ready for contemporary practice. They should also demonstrate ethical behavior, have compassion for their clients and communicate effectively. The testing procedures described here are directed toward accomplishing this goal. The specific testing method, whether quizzes, midterms, sectional exams, etc., is up to the instructor. A grade at the end of the semester, however, must be based on objective data for final grade determination. The final course grade must not be based on one exam only. Students have the right to know how they are progressing throughout the course. Are they grasping the knowledge expected of them? The methods listed below are strongly recommended to be used in addition to the final exam, for determining a grade.

Students must be made aware at the beginning of the course what method the instructor is going to use. The following suggestions are only examples as many other techniques are available. Remember that whichever technique is chosen, it must be written in the course syllabus.

4.10.1 Quizzes

1. May be given at instructor's discretion.
2. May be subjective or objective.
3. May be unannounced.
4. Can count up to forty (40) percent of the final grade.
5. The lowest one may be dropped.
6. All should be fairly uniform in length. If students are allowed to drop their lowest score, quizzes must all be equal in percentage value.
7. May or may not be returned for study purposes and feedback.

4.10.2 Examinations

1. Sectionals/Midterms
 - a. Given at approximately the middle of the semester or after a major section of the course is covered.
 - b. Design may be subjective (essay, short answer) or objective (multiple choice).
 - c. Midterm exams may count approximately one third to one half of the final grade.
 - d. The weight of sectionals toward final grade is variable depending on the number of sectional exams given.
 - e. May or may not be returned to the student.
 - f. Individual or in-class review is recommended for learning purposes
2. Final Exam
 - a. Given during finals week.
 - b. Format must allow ample time for grading and compilation of final grades prior to the posted deadlines.
 - c. May count approximately one third to one half of the final grade depending if it is comprehensive.
 - d. Final exams are not to be returned to the student.
 - e. Final exam scores should not be given to students until all final exams are complete for that semester.

4.11 Test Development

The process is quite flexible.

1. Questions are taken from material covered in class, outside assignments, handouts, syllabus, and the text (if required) and should cover the course objectives.
2. When generating new questions, it is recommended that a colleague review them and give input.
3. Test questions from previous instructors may be utilized. It is best if they have been validated from the previous use and that they are from tests not permanently returned to the student.
4. Be sure you go over all possible sources of test questions prior to exam.
5. The number of questions should be of sufficient quantity as to cover all aspects of the important material covered.

4.12 Test Procedures

4.12.1 Preparation

1. Have the quiz/exam prepared ahead of time.
2. Arrive early in order to set up and start on time.

4.12.2 Administering Exams/Quizzes

1. Each instructor proctors his/her own exam. This allows students who have questions to get answers from the appropriate person.
2. It is the instructor's responsibility to discourage cheating if at all possible.
3. Have students put away all electronics, close books and study materials.
4. The instructor may ask students to place all books, etc. away from seating area if needed.
5. For electronic tests, students may be asked to sit with their backs facing the front of the classroom so the instructor can monitor their screens.
6. A time for collecting the exam should also be stated at the beginning.
7. Instructor or a designated student should have prayer before starting the exam.
8. The instructor should move around the room, showing a visible presence.
9. Students should use the restroom prior to the exam to prevent the need to leave the room during the exam.

4.12.3 Test Information

1. If the instructor chooses to answer questions about the exam, it is recommended a time be stated at the beginning of the test when this will take place during the test (i.e., 30, 60, or 90 minutes after the test begins or after the first three students have finished the exam, but before they leave the room, etc.).
2. All students should have access to the same information. Try to avoid answering individual questions during the exam.

PLEASE NOTE: Most exams are not returned to the students. If the student wishes to go over the exam, this may be permitted by utilizing a future class period, making an appointment to see it in the instructor's office, or at a place/time designated by the instructor. A TBA session can be arranged for "Test Review" and the exam may be passed out, reviewed, and collected again. All individual student exams, quizzes, papers, assignments, etc., are kept for one year following the end of the semester. All grade books and records need to be kept for one year. They may be kept by the instructor or in the school archives for associated faculty.

4.13 Make-Up Exams or Quizzes

1. Students are expected to take all exams or quizzes when they are scheduled.
2. Students are not to ask the instructor to change the scheduled examination times.

3. Exceptions must be cleared by the Physical Therapy Faculty Council, in advance.
4. No provision is made for exams/quizzes missed because of voluntary absences.
5. If ill, the student should call the physical therapy program office, notifying them of the situation so that this information can be passed on to the instructor. Then the student needs to contact Student Health Service at the University Medical Specialty Offices (473-2222) or their physician to obtain written verification of the illness. This verification must be presented to the instructor when making arrangements to make up the exam/quiz. When feasible the missed exam/quiz should be made up within 48 hours after the student returns to class. Make-up exams are not limited to the original format.
6. Before permission is granted for a student to take a final examination at a time other than that scheduled in the Class Schedule, a student must submit a typed letter to the faculty council at the beginning of the semester.

PLEASE NOTE: Students sometimes request to take exams/quizzes early because of plane reservations, etc. The instructor should not give permission to take a special exam or give it at a special time without first consulting with the department chair and having the student submit a written request for approval by the faculty council at least 3 weeks in advance of the exam.

4.14 Class Absences

Whenever the number of absences (excused or unexcused) **exceeds 10%** of the total course appointments, the teacher may give a failing grade. Being absent from campus does not exempt a student from this policy. Absences incurred due to late registration, suspension, and early/late vacation leaves are not considered excused, and the work missed may not be made up except to the extent the instructor allows. **Three tardies** are the equivalent of an absence.

Absences (excused or unexcused) do not remove the responsibility of the student to complete all requirements of the course. Late work is accepted at the discretion of the teacher; it is the student's responsibility to obtain the content they missed from fellow classmates, it is not the instructor's responsibility to reteach the material. It is the student's responsibility to follow-up with the teacher on any quizzes or exams missed during an absence. When students are unable to attend a class or lab without prior notice, (for example; illness or weather complications), they are required to promptly notify the program office at 269-471-6061 and each individual instructor for that day. See Clinical Education Handbook regarding excused or prearranged absences from clinical internships.

Students are expected to submit a written request for absence(s) to the administrative assistant or their faculty advisor for presentation at PT Faculty Council. The request should be submitted **3 weeks in advance of the absence**.

4.14.1 Excused Absences

Teachers can excuse absences due to illness for their individual class periods. Full-day absences are excused on an individual basis by the Physical Therapy Faculty Council. Reasons to request full-day absences include: involvement in PT state or national business, being in an accident, the wedding or graduation of a student's immediate family member, a death in the family, or personal illness. Any illness or injury requiring more than two days absence must be submitted as a written order by a physician. Excused absences are not to exceed two days per event or 10% of the total course appointments.

4.14.2 Unexcused Absences

The Physical Therapy Faculty Council issues excuses for absences not due to illness. No provision is made for exams, quizzes or assignments missed because of voluntary absences. Travel arrangements and social events such as participating in a friend's wedding or family vacations have traditionally been treated as an unexcused absence. The DPT class calendar is made available well in advance to allow for planning these events. Students *may* automatically receive a "zero" for all exams, quizzes or

assignments missed due to an unexcused absence. *Any accommodation will be at the discretion of the instructor.*

4.15 Class Cancellation: AU Alert

Classes or events canceled due to inclement weather, physical plant problems, or other uncontrollable situations will be rescheduled. A notice of school closing due to inclement weather will be reported on radio station WAUS 90.7 FM and WNDU, Pulse FM 96.9 and on WSBT or WSJV television stations. A banner with any class cancellation information will be posted on the Andrews University website. Andrews University has also established a school closing hotline to announce school closings during inclement weather. Call 471-7660 for a prerecorded message. Physical Therapy students will be notified of the changes in the class schedule once arrangements have been made. Rescheduling will need to accommodate the teacher's schedule. Contract teachers are often Clinicians which may require classes be scheduled early or late in the day. Cancellation of a class for reasons other than inclement weather will be emailed to the student, posted on Moodle, posted on the whiteboard of the classroom where the class is normally held or posted on the exterior door by the student lobby. ***It is the responsibility of the student to check those locations for notification of canceled classes or schedule changes.***

The University uses **AU Alert**, an emergency notification system that can send email, text messages, voicemails and post to Facebook. Students are encouraged to visit www.andrews.edu/go/myems and click on "Configure SMS Notification Preferences" to configure your personal emergency notification preferences. Andrews' email addresses are automatically configured into your emergency notifications settings. You can add an additional email and your cell phone number to receive text (also known as SMS messages).

4.16 Academic Integrity

In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.²²

Academic dishonesty includes (but is not limited to) the following acts:

1. Falsifying official documents.
2. Plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators.
3. Misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the university).
4. Using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive, or defraud.
5. Presenting another's work as one's own (e.g., homework assignments).
6. Using materials during a quiz or examination other than those specifically allowed by the teacher or program.
7. Stealing, accepting, or studying from stolen quizzes or examination materials.
8. Copying from another student during a regular or take-home test or quiz.
9. Assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University is a community of scholars where academic honesty is the expected norm for faculty and students. All members of this community are expected to exhibit academic honesty in keeping with the policy outlined in the University bulletin. In addition, the student is expected to comply with ethical and scientific standards, as recognized by the AMA and the US Office of Human Subjects Protection and the US Office of Research Integrity. It is expected that members of the scholarly community will act with integrity at all times, however, should an individual choose to demonstrate

²² 2024-2025 Andrews University Bulletin, General Academic Policies Section

dishonesty, it should be understood that acts of academic dishonesty are taken extremely seriously. Acts of dishonesty are classified by level and reported centrally. The consequences of academic dishonesty will be determined by the instructor unless a student's record demonstrates repeated offenses (either three level-one offenses or two level-two offenses, or a level three and any other level violation). In the situation where the student record demonstrates such repeated violations, or where the student is accused of a level-four violation, the case will be referred to an Academic Integrity Panel for resolution. Serious or repeated violations can result in the issuance of an "XF" grade by Academic Integrity Panels, which indicates that the student failed the class for breach of academic integrity. The XF is placed on the student's permanent record and can only be removed under certain circumstances. Additional note about the use of artificial intelligence: Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.

See the Academic Standards at AU:

https://www.andrews.edu/academics/academic_integrity.html

4.17 Recording of Lectures by Students

The use of recording devices in the classroom or lab is prohibited without the express consent of the professor or by approval of the student disability office. Students who have this express consent must make their own arrangements to record the class. Permission to record a class applies exclusively to the student who receives the permission. The recording, or its transcript, may not be accessed or utilized by any other individual. No replication or posting of the recording or its transcript may be made without the express permission of the professor or anyone whose voice can be identified, this includes posting on social media platforms.

4.18 Grading System

The school's grading system measures the student's knowledge and ability to comprehend, apply, analyze, synthesize, and evaluate stated occupational and physical therapy curriculum objectives. The grading system is designed to encourage cooperation between students and discourage individual competition.

Letter grades are utilized for most lecture and laboratory courses. S/U (satisfactory/unsatisfactory) grades are utilized for some courses and for all clinical experiences. S/U grades do not contribute to the calculated grade point average.

Each fieldwork/clinical experience (practicum or clinical) must be successfully completed prior to advancement to the next clinical experience.

During the middle of the semester, students with lower grades may receive an Unsatisfactory Scholarship Report in their mailboxes. Each student who receives this should make an appointment with the instructor of the course and their advisor as soon as possible to ascertain what can be done to improve their grade prior to finals week. A student whose grade point average falls below the minimum required for a course or semester is automatically placed on academic probation and continued enrollment is subject to the recommendation of the Physical Therapy Faculty Council.

4.19 Grading/Scoring of Exams

Each instructor is encouraged to grade her/his own test. Faculty may submit completed Scantron exams, with answer key, to the operations assistant for grading.

4.19.1 Grading Percentage Guidelines

A	93 - 100
A-	90 - 92
B+	87 - 89

- B 83 - 86
- B- 80 - 82
- C+ 77 - 79
- Incomplete 0-76 (see Section 8.4)

Grade adjustments are the right of each individual instructor. Do not assign letter grades to individual tests, quizzes, or hand-in assignments. Wait until the grades for the semester are totaled to assign letter grades.

4.19.2 Final Grade Calculation

1. The Course Syllabus must contain the grading percentage guidelines and the calculation of the final grade.
2. Soft points (papers, class attendance, and other outside assignments) should not exceed twenty-five percent (25%) of the final grade.
3. Hard points (tests and quizzes) should encompass approximately seventy-five percent (75%) or more of the final grade.
4. Two examples:

Term paper	15%	Sectional 1	30%
Quizzes	20%	Sectional 2	30%
Midterm/sectional	30%	Final	40%
Final	35%		
	100%		100%
3. Satisfactory/Unsatisfactory (S/U) courses: The minimum requirements for passing must be included in the Course Syllabus.
4. DG—Deferred Grade. A DG may be given in certain courses recognized to be of such a nature that all the requirements are not likely to be completed within one semester. It may be given for tours, field/clinical experiences, s, projects, intensives, comprehensive exams, independent study courses, courses requiring research such as theses and dissertations, and undergraduate upper division courses where mastery learning is required. The Office of Academic Records records a DG for the above listed courses previously recommended by a department and approved by the dean of the appropriate school and/or graduate program committee. An instructor may designate a time limit for a given course or a specific situation for the DG to be changed to a letter grade. All DGs are required to be cleared before a student can graduate, unless they are DGs earned in another currently enrolled degree. An instructor may change the DG to a letter grade (A-F), S/U or DN (Deferred and Not Completable) as appropriate. ²³
5. An Incomplete (“I”) indicates that the student’s work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued. An “I” may be given when the instructor and the student agree to terms stated in an Incomplete Contract. The “I” is given to a student when the major portion of the work for the course has been completed. Instructors are responsible for calculating their own final grades. Notify the department chair prior to submitting any incomplete or failing grades. ²⁴
6. Instructors are responsible for calculating their own final grades.
7. Any other grading system/format must be cleared with the department chair prior to the beginning of the course.
8. Final grades are due no later than Wednesday after finals week.

4.20 Posting Scores or Grades

Student scores may be posted during the semester, at the discretion of the instructor, through the Learning Hub. No final exam score or final grade for the semester shall be posted until after the last final exam for the cohort is given. Semester grades are not

²³ 2016-2017 Andrews University Bulletin, Vol. 105, p. 22

²⁴ 2016-2017 Andrews University Bulletin, Vol. 105, p. 22

sent to students, as they are accessed on the AU web site, vault (iVue or Degree Works). Grades may be sent to parents or sponsoring institutions if FERPA permission was given and an address was provided in iVue.

4.20.1 Course Grades

Course grades are issued by the course (lecture/lab) instructor(s) or the track coordinator. Explanation of the grading process for each course is detailed in the respective course syllabus. Grades are normally submitted to the Records Office on the Wednesday after the close of each semester and posted on the web within the following week.

4.20.2 Grade Problems

Only the instructor or track coordinator is allowed to discuss grades with the student(s). Any grades given to the student by means other than the official university postings on the Web are considered unofficial and are not binding. Grading problems not resolved by the respective instructor must be taken to the track coordinator or School Chair.

4.21 Late Grades

4.21.1 Research Project

A final grade for the research project will not be given until the capstone chair has given a signed approval of the completed project.

4.21.2 Clinical Education Grades

Due to the timing of Clinical experiences, remoteness of the clinical sites and the extensive grading process involved, the clinical grades may not be finalized prior to the grade deadlines. For this reason, clinical grades may be recorded originally as Deferred Grades (DG). The permanent grade is submitted later when the grading process is completed.

4.22 Unsatisfactory Scholarship

The instructor must notify and meet with each student, before the final, whose performance is unsatisfactory to ascertain what the student can do to improve their grade. This should be done as soon as possible to avoid legal difficulties and to give the student the best chance to improve. A student whose grade point average falls below the minimum required for a course or semester is automatically placed on academic probation and continued enrollment is subject to the recommendation of the SRS Faculty Council. Faculty will use the Student Contact Form to notify the appropriate individuals, by completing and submitting it to the administrative assistant who will distribute a copy to the appropriate individuals.

4.23 Grade Points Scale (not GPA)

Students who receive less than a "C+" (2.33) or a "U" on a Satisfactory/Unsatisfactory (S/U) course or clinical practicum will be given an "Incomplete" (I) and grade points equal to the semester credit for the course and will appear on their official grade summary letter from the DPT program Director. For example, a three-credit course would equal three points. Students who receive an "I" will be charged the university's incomplete grade fee. These students will be required to complete a course remediation plan as detailed by the instructor or track coordinator. A student who accumulates a total **of six grade points** throughout the physical therapy program will academically disqualify him/herself from continuing in the physical therapy program.

Each Clinical Education (CE) experience (PTH885, PTH886, PTH887) is equivalent to three (3) grade points. Students who receive a "U" (Unsatisfactory) on any of the aforementioned CE experiences will receive three grade points and may be required to register for and repeat the CE.

See Sections 4.22 and 4.23 for grade points related to comprehensive exams.

4.24 Course Remediation Plan Policy

When a student receives less than a C+ and is given an incomplete (I), a course remediation plan is designed by the course instructor/track coordinator and may consist of additional assignments, practical or written examination, research papers, etc.

Dependent upon the amount of remediation work required and Faculty Council vote, the student may be required to register and pay for credit(s) of PTH585 Remediation in: (Topic). This work will need to be completed by a time set by the instructor/track coordinator but no later than 6 weeks following the grading period. Upon successful completion of the course remediation plan, the student's grade will be adjusted to the passing grade of "C+" (2.33) or "S" for S/U courses, however, the grade points earned remain on the student's record for the duration of the DPT program.

4.25 Bachelor of Health Science Scholastic Requirements (First 2 Semesters)

Students entering the program without a bachelor's degree must successfully complete the appropriate requirements and all scheduled coursework in the first two semesters of the DPT program. Successful completion for courses in the DPT program is defined as:

1. A grade of "C+" (2.33) or greater in each undergraduate DPT course.
2. An "S" grade in all courses that have Satisfactory/Unsatisfactory grading.
3. A 3.00 first-semester (PT-1) GPA; students not achieving a first-semester GPA of 3.00 will be on academic probation the following semester (PT-2) and must obtain a 3.0 minimum semester GPA. The probationary semester is a one-time opportunity and may not be granted again in the graduate course work (PT-3 thru PT-9).
4. No more than a cumulative total of six points earned on the grade-points scale throughout the physical therapy program.
5. Per the Academic Bulletin that is applicable to the student, the required cumulative GPA in all credits used to meet the Bachelor's degree requirements.

4.26 Doctoral Admission Requirements- 3+3 Students Only

Undergraduate DPT students entering the graduate phase of the program (PT-3) must have completed all requirements for their bachelor's degree, have their degree conferred, and have an undergraduate cumulative grade point average of 3.00 or a grade point average of 3.00 in a minimum of 16 graded, semester credits of program courses. Promotion is also contingent on satisfactory professional performance as outlined in Section 3.15 Professional Expectations.

4.27 Graduate Academic and Professional Requirements (Last 7 Semesters)

All graduate course work (lectures, laboratories and clinical experiences) scheduled for each semester must be successfully completed prior to advancing to the next semester. Successful completion is defined as:

1. A grade of "C+" (2.33) or greater in each DPT program course.
2. An "S" grade in all courses which have Satisfactory/Unsatisfactory grading.
3. No more than a cumulative total of five points earned on the grade-points scale throughout the physical therapy program.
4. A cumulative GPA of 3.00 or greater in all graduate physical therapy course work used to meet the degree requirements. One probationary semester (the semester immediately following) is given to students below 3.00 to allow the student to raise their graduate cumulative GPA back above the 3.00 minimum. All probationary students must file a petition to continue their research activity. Students who entered the program without a Bachelor's Degree and received a probationary semester during PT-2 are not eligible for any additional probationary semesters during the last seven semesters (PT-3 thru PT-9).
5. Satisfactory completion of the graduate practical and written comprehensive exams.
6. Satisfactory completion of the capstone project and presentation.
7. Satisfactory professional performance as outlined in Section 3.17.

4.28 Licensure

Students will need to work with the clinical education assistant regarding all forms they receive pertaining to the physical therapy licensure in individual states. This may include notary public service and letters verifying graduation or AIDS education. Requests for official transcripts are to be made to the AU Records Office.

4.29 Program Remediation Policy

Exceptions to Grading Policies:

If a student is disqualified from continuing in the program because they:

1. earn six points on the grade points scale, or
2. do not meet minimum GPA standards, or
3. cannot pass a comprehensive exam, or
4. do not successfully complete a professional expectation, remedial plan, or
5. do not complete any other program requirement,

the student will disqualify themselves from continuing in the DPT program. A one-time program remediation plan may be developed at the discretion of the School of Rehabilitation Sciences Faculty Council upon the recommendation of the respective instructor(s), track coordinator or the student's academic advisor. This plan must be implemented and agreed upon by the student prior to the student returning to the program. Dependent upon the amount of remediation work required and Faculty Council vote, the student may be required to register and pay for credit(s) of PTH585 Remediation in: (Topic) or repeat DPT courses and complete successfully prior to readmission into the program.

The SRS Faculty Council may request that the student undergo testing and remedial/refresher work in the clinic or repeat courses to upgrade professional and clinical knowledge and skills prior to being readmitted into the program. Repeated/remedial work must meet a grade level that will be established by the instructor or SRS Faculty Council. Being out for a year may, among other things, require that the student repeat their last clinical experience.

Only the SRS Faculty Council makes exceptions. Some decisions will require an action by a higher council or administrative approval.

4.30 Program Withdrawal

If a student withdraws from the program or leaves without withdrawal request, for academic, personal or medical reasons, both the School of Rehabilitation Sciences and the University have exit procedures which must be followed. Students should contact the Operations Assistant regarding exit procedures and make an appointment to meet with their academic advisor and the School Chair.

4.31 Readmission Policy

Readmission to the appropriate program, after the remediation program or withdrawal for any reason is not automatic and requires the approval of the SRS Faculty Council. Students wishing readmission to the DPT or OTD program must submit a written petition to the SRS Faculty Council. This petition must be received during the semester following the dismissal or withdrawal from the program as the remediation plan may take multiple semesters to complete. Readmission to the program following a second absence from the program for any reason or being absent for three or more semesters will require that the student reapply through the SRS Admissions Office using the standard application process, including payment of a new confirmation deposit to the appropriate program. This new application will receive equal consideration by the SRS Admissions Committee along with any and all other applicants who may be applying at that time. The School of Rehabilitation Sciences Faculty Council reserves the right to require students in the aforementioned situation to retake any and all DPT or OTD courses no matter the previously earned grade.

4.32 Faculty Clinical Site Visits

In an effort to assist in maintaining contemporary expertise, all faculty who teach clinical courses are expected to accompany the DCE on at least one clinical site visit per year in their content area to get first-hand feedback from clinical instructors and CCCEs on student performance in that content area.

4.33 Professional Development Portfolio (PDP)

The OTD professional development portfolio policies are under development as the new program is being built.

The Faculty of the Entry-Level DPT Program in Physical Therapy are committed to a philosophy of continuous self-assessment and professional development as an integral part of the learning

process within professional education. We believe that professional behaviors and attitudes are essential for success as a physical therapist, and that academic and clinical faculty serve as mentors and role models within the professional education environment.

Students will work with their faculty advisors to develop a Professional Development Portfolio (PDP) that will be continually assessed and revised as the student grows within the professional role of the physical therapist. The purpose of this portfolio is to provide the student with mentorship and constructive feedback that will facilitate an understanding of professional responsibility and to recognize opportunities for enrichment, development and improvement.

The PDP will be based on an ongoing process of self-assessment using the Professional Expectation policy 3.15. These behaviors allow therapists to apply and integrate cognitive and affective skills, to interact effectively with clients, families, the community and other professionals, and to function successfully within varied health care settings. The assessment of professional behavior provides the student with clear guidelines about professional expectations, and complements the more traditional assessment of knowledge and skill. The assessment is based on explicit criteria, which reflect multidimensional observation and appraisal of the student in action. It is founded within a context of timely and constructive feedback.

4.33.1 Procedures for the PDP

Professional development activities/ assignments that provide opportunities for leadership growth will be included in the portfolio along with reflection on these opportunities and how this is helping the student reach their goals. Goals that relate to the specific generic abilities should be formulated with specific strategies that may be achieved within clinical or academic settings. The instructions and advisor evaluation forms for each designated semester are available on the DPT Portfolio page of the Learning Hub. During DPT Orientation each student must complete a self-assessment based on Clifton's Strengths Finder. The self-assessment will be completed by the student at the beginning of their academic experience and may be repeated at designated times to measure student growth. Each designated semester includes an element of service as part of their PDP. Every designated semester the PDP must be submitted to their faculty advisor. The PDP is interwoven within one course each semester and due dates for submissions will be announced at the beginning of each semester.

Students are required to complete their portfolio assignments, meet with their academic advisors each designated semester to review their PDP, discuss recent achievements, evaluate goals, and develop strategies for further growth and progress **prior** to designated due date. Failure to do so will result in an incomplete for the course, a reduction of the final grade by ½ letter for the course which the PDP is assigned, and additional assignments/papers assigned per discretion of PDP coordinator. The student will then have no later than the first two weeks of the new semester to successfully complete the previous semester's PDP assignment and the additional assignment and paper as per PDP coordinator's instructions... failure to do so will prohibit the student from attending classes until the PDP is completed. Part of professional expectations includes reading portfolio assignments at the beginning of each semester and completing all assignments before the due date/time. Successful completion of portfolio assignment is indicated by the signature of the advisor on the Advisor Evaluation Form Submitting this form (+all the artifacts) to Portfolio site drop box prior to the due date/time. Students will use their PDP to guide them as they develop into a Physical Therapist professional.

4.34 Capstone

The OTD Capstone policies are under development as the new program is being built. Each DPT student is required to complete and present a capstone research project. The capstone project is spread over two years and should be considered a major project representing a culmination of the DPT program. The purpose of the capstone project is to strengthen the students' critical inquiry and presentation skills necessary to evaluate and present professional knowledge and competencies in relation to evidence-based therapy practice.

4.34.1 Capstone Curriculum

Several classes, devoted to the research experience, provide the information that will guide the student through the research process. These courses include Scholarly Inquiry and Dissemination, Research Statistics, and Research Projects. Each research group will defend their project through both an oral and a poster presentation to their peers and other members of the academic and clinical community. All third year students must attend all oral presentations. Second year students must attend a minimum of 50% of the oral presentations, and first year students must attend a minimum of two oral presentations as assigned by an instructor.

4.34.2 Capstone Partners

Students work together on the capstone project. Project partners will be assigned to a faculty chair and will share equally in the research development, implementation and presentation. Partners of the faculty-driven research be evaluated separately during the project defense and in the grading of the final copy of their research project report if the partners cannot work together, or if one of the students in the group is not doing his/her share of the work. The faculty Chair of the Capstone project is the principal investigator of the study and therefore gives the direction of the research project. Each student would be responsible for a final written document, if this were to occur. If a student who is a research partner academically disqualifies themselves from the program, they may be allowed to continue their research if approved by the SRS Faculty Council and with an approved petition through appropriate administrative channels.

4.34.3 Capstone Committee

A faculty chair will be assigned to each research group and the second committee member may be assigned or chosen by the faculty chair. In some instances, an outside clinician may be the second committee member, when they have clinical expertise that will benefit the project. If desired, a third committee member may be utilized, especially where expertise is required. The Research Coordinator provides consultation and assessment to all groups.

4.34.4 Institutional Review Board (IRB)

All student researchers, clinicians involved in a student Capstone Project, and a minimum of one faculty advisor MUST complete NIH Ethics Training for Human Subjects Research prior to submission of Andrews University IRB application and proposal. All research addressing or involving human subjects or data collected by researchers on human subjects MUST have full IRB approval letter on file in the department chair and research coordinator's office prior to data collection. Furthermore, any changes to the initial IRB proposed study must be reported in writing to AU IRB, faculty chair, and research coordinator prior to data collection. In addition, to AU IRB, if research is conducted at an offsite facility, written permission from the facility must be obtained and if an IRB Council exists, an additional IRB must be submitted and approved prior to research data collection. Student researchers who fail to abide by this policy and are found collecting data without official AU IRB approval and facility approval will be held in violation of AU IRB and disciplinary measures will be taken by the research coordinator and the AU IRB. Disciplinary measures may include but are not limited to: failing grade for the research project and related research coursework, academic integrity report offense, report to OHRP National Research Protection Agency, and in certain circumstances, dismissal from the program.

4.34.5 Capstone Completion

The capstone research project is not considered complete until the capstone chair receives all the raw data and has approved and signed the capstone completion form. Students may receive a DG in PTH799 Research Project (PT-8) if the capstone chair has not given the final approval of the project. Students with a DG in PTH799 must successfully complete the capstone research project before the end of PT-9 to graduate on time.

4.34.6 Capstone Research Expense

Reimbursement for capstone project expenses must have prior authorization by the faculty chair. For items less than \$150, the students may purchase the material and be reimbursed during spring semester of the third year. For items over \$150 or special needs, the faculty chair is responsible for obtaining the funding and materials. Faculty Research Grants from Andrews University Office of Research and Scholarly Activity may be applied for prior to the deadline. The cost will be charged to both the student and faculty research fund. A copy of the form for reimbursable expenses is located in: G:\STUDENT LAB\Common_Folder\Research and Statistics. These forms need to be completed with receipts attached for all items listed and turned in to the research coordinator, research forms must be turned in at least two weeks prior to the end of the term.

4.34.7 Dissertation Project presentation and publication

The Dissertation Project serves as an outcome component for the post professional DScOT and DScPT degrees and at the same time allows students to make a valuable contribution to evidence-based occupational/physical therapy practice. It should represent the cumulative knowledge and skill that a student brings with them to the program and develops throughout their course of study.

Please refer to the *Research/Dissertation Project Handbook* in the Dissertation Project Resources on Learning Hub for complete information about the *Project* requirements, registration, etc. Students need to contact the research coordinator before registering for any dissertation project credits.

4.34.8 Dissertation Project University Ownership

All components of the research process are property of Andrews University and must be kept on file within the Program Office. This includes, but is not limited to research data, consent forms, electronic copies of the capstone, presentation and all research related photos. When a student leaves the program, all materials must be turned over to their research chair. Any equipment or unused supplies funded or obtained by Andrews University for the capstone project will also remain the property of the Andrews University Doctor of Occupational Therapy Program or Physical Therapy Program. All files, electronic and hard copies, must be kept in a locked or password-protected file to ensure IRB primary guidelines are met.

4.35 Practical Comprehensive Exams

The OTD practical comprehensive exam policies are under development as the new program is being built.

Each DPT student is required to successfully complete the comprehensive comprehensive examination prior to starting Fieldwork II/Clinical Education I. The purpose for the practical comprehensive examination is to appraise the student's ability to demonstrate an overall grasp of the practical/clinical knowledge and contemporary clinical expertise in the various areas of consideration and to demonstrate appropriate understanding of patient/client safety issues. Each scheduled section of the practical examination must be successfully passed at each scheduled station.

4.35.1 Registration

Students must register for the Practical Comprehensive in the assigned semester.

4.35.2 Emphasis

The emphasis of the examination will center on clinical skills in client/patient care and management including:

1. Examination and evaluation
2. Diagnosis, prognosis, program planning and intervention
3. Patient/Client and family education
4. Communication and professional behavior
5. Documentation
6. Discharge planning
7. Social, ethical and legal issues

8. Patient safety
9. Awareness of principles of research applicable to evidence-based therapy
10. Awareness of complications and contraindications associated with common diagnosis

4.35.3 Format

The format of the practical Comprehensive exam for the DPT program is an Objective Structured Clinical Exam (OSCE). The examination shall occur in multiple stations. One or more examiners shall supervise each station. Another student, faculty member, or person provided by the School of Rehabilitation Sciences may serve as the patient simulator. Examiners include SRS faculty, core and adjunct, clinicians and other CHHS faculty as determined by the section coordinator.

4.35.4 Administration

The practical comprehensive examination is developed and administered within the School of Rehabilitation Sciences. The instructor(s)/examiner(s) giving the exam for the respective areas of the test are free to use materials from any source.

4.35.5 Content

Practical comprehensive examination content is based upon overall course and laboratory work and/or knowledge represented from reading materials and/or clinical experience. The practical examinations are not, however, to be a repeat of the final examination questions selected from the courses of the individual student. Questions will show an integration of learning across the various aspects of the discipline. Students will be required to perform each activity safely and professionally with the requisite knowledge in order to pass the exam. The content and format of the examination will be announced prior to the examination week of the semester prior to the Practical Comprehensive Exam.

4.35.6 Schedule

The practical comprehensive examination is usually scheduled during the summer semester of the second year.

4.35.7 Grading

Four grades are possible at each station and they are as follows: Pass with distinction; Pass; Pass with remediation; and Fail. "Remediation" applies in situations where the examiner deems that the student requires further study to bring their knowledge/skill to a level appropriate for entering a clinical rotation. "Fail" applies in the situation where the examiner deems that the student performed unsafely or at a level below "remediation" status

4.35.8 Remediation

A remediation plan will be established by the section coordinator of any station in which a student receives a "pass with remediation" or a "fail" grade. The remediation plan should be developed and communicated to the student within 5 school days of grade notifications. Students will be notified of grades within two weeks after the exam.

4.35.9 Failure to pass the OSCE

Students are allowed a "fail" grade in a limited number of stations. The acceptable number of fails is determined each year and based on a percentage of the number of stations tested that year. If a student exceeds the accepted number of failing grades, they are considered to have failed the exam and will be required to:

1. Complete remediation for each station they received a "pass with remediation" or a "fail" score, and
2. Complete a second comprehensive exam
3. Receive 1 grade point (section 4.12)

If a student fails the second examination, the individual will be referred to the SRS Faculty Council to determine an appropriate action, which may include one or more of the following:

1. Further study of specific content and reexamination including the student being required to register and pay for credit(s) of PTH585 Remediation in: (Topic).
2. Postponing of clinical education experiences until the student is deemed to have reached an appropriate level of knowledge/skill and safety
3. Psychoeducational Assessment.
4. Receive an additional 1 grade point (section 4.12)
5. Disqualification from the DPT program

4.36 Written Comprehensive Exams

Each DPT student is required to successfully complete the Written Comprehensive Examinations prior to graduating from the program. Written Comprehensive Exam I (PTH670) will assess foundational science knowledge and application from semesters PT-1 & PT-2. Mastery of the content from PT-1 & PT-2 is essential for success in the remaining semesters and as a future clinician. Written Comprehensive Exam II (PTH870) will appraise the students' overall grasp of contemporary physical therapy practice and assess the students' knowledge, comprehension, and application in various areas of concentration as well as the integration of learning across the physical therapy profession.

4.36.1 Registration

Students must register for the PTH670 Written Comprehensive Examination I Summer Semester of their first year (PT-3).

Students must register for the PTH870 Written Comprehensive Examination II Spring Semester of their third year (PT-8).

4.36.2 Format

The Written Comprehensive Examination is administered by the School of Rehabilitation Sciences. They are timed, computer-based, multiple-choice question examinations. PTH670 Written Comprehensive Examination I is written by DPT faculty and is typically administered on day two of PT-3. PTH870 Written Comprehensive Examination II is similar to a National Physical Therapy Exam and is typically administered on the first day of PT-8.

4.36.3 Grading and Remediation

The minimum score for successfully completing the examinations is set by the PT Faculty Council and are based on the overall pass rate of candidates taking the exam at that time. The student will need to purchase (credit card only) the online exam one week prior to the exam date, February 20.

PTH670 Written Comprehensive Examination I

Written Comprehensive Exam I is a Pass or Fail course. Students will be given three attempts to successfully complete the examination. **Students who fail the first attempt will receive one (1) grade point** (see section 4.12) and be required to register for a one credit remediation course (PTH585), at their own expense outside of block tuition. This remediation course will be a self-directed experience with oversight by a PT faculty member and include further study to bring their knowledge/skill to an appropriate level prior to taking attempt two. The remedial course and the second attempt must be completed prior to the end of the semester (PT-3). If the student passes on the second attempt the **one (1) grade point** will be removed from their record as an act of grace and reward. Failure on the second attempt will result in a third/final attempt to successfully complete the examination. The third/final attempt must be completed prior to the start of PT-4. Each attempt must be in-person and proctored by an individual approved by the Written Comprehensive Coordinator. **Failure to pass the third attempt will result in academic disqualification** from the DPT program no matter the current grade points accumulated or GPA.

PTH870 Written Comprehensive Examination II

Students are required to complete an academic PEAT exam on February 16th (Class of 2024) for the Written Comprehensive Examination II, date may vary slightly each year. The faculty will decide the passing score. Historically, the score has varied from 580-585 scale score. Written Comprehensive Exam II is a Pass or Fail course. "Remediation" applies when a student requires further study to bring their knowledge/skill to an appropriate level before receiving a satisfactory grade for the written comprehensive experience. Remediation plans and a due date will be given to students who "fail" within five days after a passing score is determined. Students receiving a failing grade will be required to complete remediation along with taking a second academic PEAT exam. These students will be notified, and the second academic PEAT exam will be scheduled and completed by March 25th (Class of 2024) and will be proctored by the SRS, date may vary slightly each year.

1. The student will need to purchase (credit card only) the online exam one week prior to the exam date, February 20.
2. Once the student has purchased the exam, a login and password will be issued which will then need to be emailed to the Written Comprehensive coordinator one week prior to the exam date. **Exams taken outside of the appointed date and time, without making prior arrangements with the Written Comprehensive coordinator, will be considered invalid, resulting in an automatic "fail".**
3. Because the exam processes simulate the licensure exam and results have been correlated with the ability to pass the licensure exam, it is important that the student work closely with their advisor for preparation for this second attempt. The student must make an appointment with their advisor to discuss areas of academic weakness and to develop a strategy to address these deficits prior to the scheduled remediation exam date.

If unsuccessful on the second attempt the student will be given one final remediation attempt to achieve a passing score. A third and different computer-based exam in the same style and format of the previous exams will need to be purchased – again at the student's expense as outlined above. Because of the seriousness of this final attempt, the student must work closely with their advisor for preparation and scheduling:

1. The student must make an appointment with their advisor to discuss areas of academic weakness and to develop a strategy to address these deficits prior to scheduling the third and final exam. This plan should be developed by the student and formalized in writing, with a copy to the department chair.
2. As the third and final exam usually takes place off-campus during Clinical Education 3, the student must talk with the DCE about how to request permission from their CI to take the exam during internship hours. The DCE will confirm these arrangements with the CI.
3. This test must be supervised by a suitable proctor (such as the CI, CCCE, the director of the facility/department) and will be subject to the approval of the Written Comprehensive coordinator. The student must make arrangements with the approved proctor for a date, time and location to remediate the exam. The student will give their proctor's contact information to the Written Comprehensive coordinator.
4. Once the date of the exam has been set, the student will need to purchase the exam at least one week prior to the exam date. Prior to taking the exam, the student must ensure that the Written Comprehensive coordinator has received the login/password issued at the time purchase. Exams taken outside of the appointed date and time, without making prior arrangements with the Written Comprehensive coordinator, will be considered invalid, resulting in an automatic "fail".

5. This third and final attempt must be completed by **April 19**. **Students who fail to pass the exam on the third attempt will receive one (1) grade point** (see section 4.12) and be referred to the Physical Therapy Faculty Council to determine appropriate action which may include:
 - a. Further study of specific content, which may include registration for remedial course(s) including accompanying tuition charges, and /or student purchasing external resources and successfully completing as assigned by PTFC. The student will bear the financial responsibility of the further study designated by PTFC.
 - b. Psychoeducational Assessment.
 - c. Postponing of clinical internships until student is declared to have reached an appropriate level of knowledge/skill
 - d. Disqualification from the DPT program

4.36.4 Student Notification of Results

Students will be officially notified of their performance on the Written Comprehensive Examination within two weeks following the examination.

4.37 Clinical Education /Fieldwork Policies & Procedures

Please refer to the:

OTD Student Handbook for policies and procedures related to Fieldwork Policies & Procedures

DPT Student Handbook & Clinical Education Handbook for policies and procedures related to Clinical Policies & Procedures

Post-professional Student Handbook for policies and procedures related to Supervised Clinical Practice

4.38 Graduation

4.38.1 Baccalaureate (BHS Degree)

Satisfactory completion of all required course work and a minimum GPA of 3.00 is required for the Bachelor of Health Science degree. Note the grade requirements for progressing to the graduate year in the next section. Additional requirements include:

1. **Senior Exit Test:** This test is required in your first year (PT-1 or PT-2). It is mandatory for all students except those who already have a Bachelor's Degree.
2. **Undergraduate Application & Agreement Form:** must be completed early Fall Semester (PT-1).
3. **Collegiate Cap and Gown:** ordered on AU website early spring semester of graduation if student plans to march.

4.38.2 Graduate (DPT Degree)

Satisfactory completion of all required course work and a minimum graduate GPA of 3.00 is required for the graduate phase of the Doctor of Physical Therapy degree. See previous section. Additional requirements for graduation are:

1. **Capstone Project:** Students must have satisfactorily completed their capstone project and presentation by the published dates in the course outline. Graduation will be delayed if the student does not have their capstone project completed by the deadline.
2. **Comprehensive Exams:** Students must successfully complete both the practical and written comprehensive examination. Failure to successfully complete a comprehensive exam may lead to delayed graduation or academic disqualification from the DPT Program.
3. **Clinical Experience:** It is the student's responsibility to see that all clinical rotations are successfully completed on time and evaluation forms are returned to the Director of Clinical Education (DCE) within the deadlines as listed by the DCE. The student's graduation will be delayed

if any clinical rotation is unsatisfactory and/or is extended beyond the graduation date or the evaluation forms are not received by the deadline.

4. **Exit Survey:** Each student must complete the Graduate Exit Survey in order to graduate. This is normally given as part of PTH880 PT Seminar during the last semester (PT-9) of the DPT program.
5. **Composite Photograph:** Students must have their photograph taken for clinical assignments and the class composite picture. The original sitting appointment is arranged by the Operations Assistant and paid for by the SRS. Students who miss the appointment for the picture or would like a retake are personally responsible for arranging a sitting with the original photographer and having the retake submitted to the School of Rehabilitation Sciences prior to the end of the final spring semester (PT-8). All additional costs are the responsibility of the student.
6. **Advancement to Candidacy and Candidacy Course Check Sheets:** are to be completed by the operations assistant during Summer Semester (PT-9) of the third year. Students must be on regular academic status and must have filed a Graduate Application for Graduation.
7. **Graduate Application for Graduation Form:** must be completed online during the Spring Semester (PT-8).
8. **Collegiate Cap, Hood & Gown:** ordered on AU Bookstore website early during the summer of graduation.
9. **Report of Completion of Project form:** will be filed for each student at the completion of their research project. This needs to be completed at least two months before graduation. The deadline is determined by Academic Records and prepared by the operations assistant and research coordinator during Spring Semester, PT-9.

4.39 Student Evaluation of Program/Curriculum

4.39.1 Course/Teacher Evaluations

Course evaluations are essential to the success of the teacher and program, therefore, are required before receiving a grade for each course. Teachers may choose to give credit for completion of the course evaluation.

Students complete a course/teacher evaluation on all didactic courses. They may be computer based or paper and pencil. If paper and pencil, the instructor may hand the evaluations to the students or assign a student to do so. In either case, there should be a student assigned to collect the course evaluations and return them to the office for tabulation. When completing the course/teacher evaluation, remember to address your comments directly to the instructor in a professional manner. Although not required, you should feel comfortable putting your name after your comment. If you have a suggestion for the instructor, be sure to write your comments as you would like to hear them if they were being addressed to you. Some instructors may choose to offer a mid-course evaluation in paper or online format.

4.39.2 Graduate Exit Survey

Typically during the ninth and final semester, all students complete a Graduate Exit Survey. Areas addressed include the admissions process and personnel, University and program resources, the clinical education program, overall program and student goals, and each core faculty member individually. It is important that strengths and suggestions are written in a professional manner.

4.39.3 Alumni Survey

Approximately one year after graduation we will send you our last department survey assessing how you feel the program prepared you for the clinic in which you work. There will be a survey for you to complete, along with a survey for your immediate supervisor or peer (depending on your work environment), and for 3-4 of your clients. This is probably the most important survey as you have the opportunity to compare your

education to your current practice. Please take the time to complete these surveys as quickly as possible.

5 STUDENT EXPERIENCE

5.1 Campus Services

A variety of services are available to all university students and faculty. Andrews University is committed to helping students succeed by keeping each learner “classroom ready.” This handbook only briefly introduces the reader to some of the many services offered. The University Bulletin and Student Handbook provide a more comprehensive view of available services.

5.1.1.1 [University Wellness](#) and [Andreasen Center for Wellness](#) (ext 6090)

The Wellness team at Andrews University believes that every single human being was MADE TO THRIVE. It is the team’s aim to build the healthiest university in the world by helping every student, employee, and community member, locally and globally, to thrive and live life to their fullest potential! Learn more about our MADE TO THRIVE wellness model [here](#). The Andreasen Center for Wellness is a part of that model and is available to all students, faculty, staff and community. Membership fees, for students who are enrolled full-time, are covered by the general fee paid each semester.

Located near the entrance of the University, offering a wellness space that allows the students to explore the concepts of wellness intentionally. The Wellness Center offers many amenities, including a weight-training gym, cardio equipment, pool, recreation center, and many more.

5.1.2 [Dining Services and Gazebo](#) (ext. 3161)

Located on the second floor of the Campus Center, the Terrace Café operates a vegetarian dining service sold on flat-rate plans. Check out their website at <https://andrews-university.cafebonappetit.com/> to explore the meal plan choices.

The Gazebo is located on the main floor of the Campus Center for carry-out. The menu includes a wide selection of vegetarian sandwiches, side orders, fountain items and an extensive salad bar sold ala carte, with menu items individually priced.

5.1.3 [Center for Faith Engagement](#) (ext. 3211)

Located in the Campus Center, the Center for Faith Engagement’s mission is to inspire students to be resilient disciples of God. We accomplish this with faculty, staff and students by developing graduates who are fully devoted to God who see their life’s work as a holy calling with eternal impact. Therefore, Andrews University graduates are commissioned to be change agents for the common good in the communities where they live and work. We cultivate this missional community through identifying and developing meaningful strategies, relevant practices, and innovative resources for and with faculty, staff, and students as we integrate faith in every aspect of the university experience. The Center’s work is supported with four chaplains, a director for student missions and service projects, and the Career Services Director.

The essential connection for us is embraced in the transformative verse of Micah 6:8 (MSG): “But he’s already made it plain how to live, what to do, what God is looking for in men and women. It’s quite simple: Do what is fair and just to your neighbor, be compassionate and loyal in your love, and don’t take yourself too seriously—take God seriously.”

The Center for Faith Engagement fulfills its mission when students embody the calling found in this passage.

- 5.1.4 [Campus Safety](#) (ext. 3321)**
The Campus Safety Department is available 24 hours a day, seven days a week 365 days a year to help you. It is located in the one story red brick building on Seminary Drive at the end of Garland Avenue. Their regular office hours are from 8:00 AM to 8:00 PM. Monday through Thursday and 8:00 to 4:00 on Friday. The Campus Safety Department can assist you with parking permits, opening locked doors, escorting service, contacting the local police and answering questions on university rules and regulations.
- 5.1.5 [Campus Store](#) (ext. 3287)**
Located in the Campus Plaza, the Bookstore's normal operating hours are from 9:00 AM to 5:00 PM Monday through Thursday, and 9:00 AM to 1:00 PM Friday and Sunday. Here is where individuals can purchase text and reference books, office and school supplies, and university imprinted clothing and gifts. Merchandise can be purchased with cash, checks, credit cards or by placing items on the student's account.
- 5.1.6 [Campus Computer Lab](#)**
The Office of Information Technology Services (ITS) has three computer labs on campus that are available for use by registered students and faculty who supply their own external flash drives to store personal data files. Various computer programs are available, including word processing, spreadsheets, and databases. The computer labs are located in Chan Shun Hall 207, Harrigan Hall 205, and the James White Library. Students can access the internet while on campus through the au-secure wireless network. The School of Rehabilitation Sciences also maintains a small computer lab for use by the OTD and DPT students and faculty only. These computers have SPSS installed.
- 5.1.7 [Counseling and Testing Center](#) (ext. 3470)**
Located in Bell Hall 123 the Counseling and Testing Center assists students, without charge, in reaching their maximum potential when confronted by social, intellectual, or emotional problems. Professional counselors and doctoral students in counseling are available for any student by appointment or immediately, if necessary. Services rendered include career counseling, personal/emotional counseling, educational counseling, marital/premarital counseling and substance abuse counseling.
- 5.1.8 [Health Services](#) (473-2222)**
Students may direct their health needs to the University Medical Specialties, located next to Apple Valley Market, between 8:00 AM and 4:30 PM Monday through Thursday, and 8:00 AM and 12:00 noon on Friday. Physician appointments and nurse visits, as well as most short-term medications are available to all students.
- 5.1.9 [Housing Information](#)**
On-campus housing is available to all university students. Lamson Hall (ext. 3446) houses the women while Meier and Burman halls (ext. 3390) house the men. Single undergraduate students under 22 are required to live in one of these residence halls. Full time students living with a spouse and/or children qualify for renting one of the Beachwood, Maplewood, Garland apartments. The housing office (ext.6979) also maintains a list of non-campus rentals.
- 5.1.10 [International Student Services](#) (ext. 6378)**
Located in the Student Center, the International Student Services office provides counseling on immigration regulations and coordinates orientation programs for international students. Assistance is available in both their home country and on campus.
- 5.1.11 [Intramurals](#) (ext. 6568)**

Located in the Andreasen Center for Wellness gymnasium, this office helps individuals develop their professional and physical abilities. Activities offered include badminton, basketball, flag football, floor hockey, racquetball, soccer, softball, tennis and volleyball.

5.1.12 [Library Services](#) (ext. 3275)

The James White Library serves the information resource needs of Andrews University. It houses more than one million volumes and subscribes to almost 3,000 periodicals. The library's online system, JeWeL, serves as the library's catalog and as an electronic gateway to a rich variety of Internet resources. The DPT & OTD program also maintains a small resource room rich with physical therapy related materials.

5.1.13 [Student Financial Services](#) (ext. 3334)

The Student Financial Services office, located in the Administration Building, handles all applications and processing of financial aid as well as payment arrangements. Students desiring financial aid should contact Student Financial Services by February 1 of each school year.

5.1.14 [Student Success Center](#) (ext. 6096)

Located in Nethery Hall, the Student Success Center provides academic services such as individual and small group tutoring on specific course content and on general topics such as note-taking, time management, memory techniques and reducing test anxiety.

5.1.15 [Students With Disabilities](#) (ext. 3227)

Located in Nethery Hall with Student Success, this department helps determine if and what reasonable accommodations are needed for students with qualified disabilities. Students are required to provide necessary documentation of disability from a qualified licensed professional and make an application for accommodation before the accommodation can be considered.

5.1.16 [Writing Center](#) (ext. 3358)

Located in Nethery Hall, the writing center provides assistance with writing papers, from small assignments to thesis projects. Students can receive assistance with everything from grammar and punctuation to format and styles.

5.1.17 [Career Center](#) (ext. 6288)

The Career Center is dedicated to assisting students in developing and implementing programs that help them make future career decisions and ultimately attain their educational and professional goals. The Center works together with the Counseling and Assessment Center to provide necessary resources for career exploration, planning, and management throughout students' time at Andrews University. The mission of the Career Center is to provide a centralized avenue for students and alumni to engage in career exploration, access beneficial career resources, and actively participate in experiential learning opportunities that promote career development.

5.1.18 [Notary Services](#) (ext. 6490)

Free Notary services are provided free of charge to all students, faculty, and staff in the SRS by Heather Trutwein, the SRS Administrative Assistant. Notary services are also provided for a small fee through the university accounting department on the second floor of the Administration Building.

5.2 Communication

Open, honest communication is important for good collegial relations and professional growth. Faculty and students are encouraged to keep all lines of communication open and in a Christian spirit. Communication regarding course concerns or requirements should be documented appropriately.

5.3 Student Class Clubs

The purpose of the student clubs is to foster a socialization of the student with her/his new profession, peers, faculty and school staff. Recreation, religious and social activities, special projects, mentoring relationships and other ideas materialize and are carried out by the student clubs.

5.3.1 Election of Student Club Officers

Students will elect officers during the Fall Semester of their first year. The term of office will terminate at the end of the third program semester. At that time new officers will be elected who will serve until graduation from the physical therapist education program. Students may serve a second term if they are re-elected. Traditional offices are:

5.3.1.1 President

A mature Christian leader, able to organize the class and promote cohesiveness that will bind the class together. The president is the class spokesperson and is present at faculty council to represent you. They are also involved with graduation weekend activities.

5.3.1.2 Vice President

Qualities similar to the president. Able to assist the president by following through on given responsibilities. They represent the class at faculty council every-other week as well as assisting with graduation weekend activities.

5.3.1.3 Academic Coordinator

An individual is responsible to facilitate various study groups and review sessions. In the past, they have coordinated study groups with their fellow class members in the evenings, invited a student from a previous year to lead out as a tutor in a particular content area, or requested involvement from a professor for specific review sessions, such as lunch reviews.

5.3.1.4 Secretary

An individual who can take accurate minutes of class meetings and make arrangements for class functions.

5.3.1.5 Treasurer

An individual who knows how to handle money. This person is responsible for processing receipts and operating the class account.

5.3.1.6 Chaplain(s)

An individual who shows interest in working with the students and faculty in organizing activities of a spiritual nature such as beach vespers, prayer groups, church, and class service projects.

5.3.1.7 Social Representative & Sports Coordinators

An individual who arranges social activities; such as parties, beach trips, ice or roller skating outings, picnics and class banquet, as well as other graduation weekend activities. Usually students elect one male and one female, at least one from the dorms. These individuals keep the class informed and encourage participation in activities occurring on campus such as intramurals, concerts, SA events, etc.

5.3.1.8 APTA/AOTA Representative

An individual who is really interested in the OT or PT professional organization and what it has to offer. This person will keep the class informed on issues relating to the profession including National OT/PT month and may attend local, state or national organization meetings.

5.3.1.9 Historian/Photographer

An individual who shows an interest in recording what the class has done and how it has evolved. This can include still pictures, videos, etc. Usually the historian puts together a video/slide show for the reception and/or organizes a class yearbook.

5.3.1.10 Community Outreach & Volunteer Coordinator(s)

An individual who promotes and coordinates volunteer and outreach opportunities for OT & PT students in the community and the SRS. For example: the HERBIE Clinic, Parkinson's Class, and Annual 5K etc.

5.3.2 Student Club Responsibilities

Some traditional activities include:

- Mentor/Mentee Program (First Semester)
- Initiate fellowship and mentoring for the new OTD/DPT class.
National OT/PT Month
- Both student clubs work together in planning campus and/or community activities during like the Health & Fitness Expo
- Graduation Banquet (Summer Semester, OT/PT-9)
 - Students work with the program assistants to plan the banquet and any programming needs.
- Graduation White Coat Ceremony (Summer Semester, PT-9)
 - Students work with faculty advisor in planning the White Coat Ceremony.

5.3.3 Student Club Faculty Sponsor

The faculty sponsor for the OTD/DPT class holds an appointment in the appropriate program and is appointed by the school chair on a rotating basis. The faculty sponsor should be notified of all extracurricular activities organized by the class. The faculty sponsor can assist with any special arrangements for activities or areas not normally available to students. A faculty sponsor may not serve as a sponsor for more than one class at the same time.

5.3.4 Student Club Participation in SRS Faculty Council Privilege

The president or vice president of the class (one member) is invited to represent their class on the SRS Faculty Council. From time to time the student representatives are asked to leave if a council member feels it necessary to discuss a particular issue in their absence. Attendance at this council is a privilege that can be removed if confidentiality is not maintained. Students are encouraged to elect their representatives responsibly.

5.3.4.1 Voting

All class representatives are allowed one vote total. If a conflict between representatives occurs, the vote will be given to the representative whose class is most closely associated with the subject matter.

5.3.5 Student Class Club Account

Each class has a treasury of class funds that are maintained in a university account. Withdrawal of funds requires the signature of the class president, treasurer, or faculty sponsor. The school chair may sign in the absence of the faculty sponsor.

5.4 Program/School Assemblies

School assemblies are normally scheduled each semester. One is geared toward the physical therapy students in the program. The others are planned for pre-OT & pre-PT students on the Andrews University campus. These assemblies are normally scheduled to meet at the SRS Building. Changes in location will be posted.

The OTD/SPT program office will plan the student assemblies. All program students are required to attend these assemblies.

5.5 Student Dress Policy

Student attire for lectures and general school activities is expected to follow the conservative standard as outlined in the Andrews University Student Handbook <https://www.andrews.edu/services/studentlife/handbook>. The SRS houses professional programs and therefore has high expectations for our students, at times the SRS dress code varies from the university code. These variations are in *italics* in section 5.5.1

5.5.1 University Dress Code

Andrews University's philosophy of dress is grounded in biblical ideals and the professional standards expected of a university. As members of a Christian community, we aspire to glorify our Creator and to show respect for self and others in our dress. ²⁵

The specifics of the "Andrews Look" illustrate the fundamental principles of modesty, simplicity and appropriateness.

1. Modesty—Appropriately covering the body, avoiding styles that are revealing or suggestive.
2. Simplicity—Accentuating God-given grace and natural beauty rather than the ostentation encouraged by the fashion industry.
3. Appropriateness—Wearing clothing that is clean, neat and suitable to occasion, activity and place.

As a Seventh-day Adventist university, we interpret these principles in accordance with our faith tradition. While respecting individuals who may view them differently, we ask all who study, work or play on our campus to abide by our dress code while here.

Specifics of the Andrews Look:

1. Men's Attire—Pants or jeans with shirts or sweaters are the most appropriate dress for everyday campus wear. Examples of inappropriate attire are tank tops, bare midribs and unbuttoned shirts. Modest shorts are acceptable.
2. Women's Attire—Dresses, skirts, pants or jeans with shirts, blouses, sweaters and/or jackets are appropriate for most occasions. Examples of inappropriate attire are sheer blouses, tube tops, low necklines, bare midribs, spaghetti straps or no straps, tank tops, short skirts, *leggings, unless pelvis and buttocks area are covered with a long shirt*, skirt/dress or shorts and two-piece bathing suits. Modest shorts are acceptable.
3. Accessories—These should be minimal and carefully chosen after considering the principle of simplicity above. Examples of jewelry and accessories that are not appropriate at Andrews University are ornamental rings and bracelets, necklaces and chains, earrings and piercings of all kinds. Modest symbols of a marital commitment, such as wedding and engagement rings, are acceptable.

Students not conforming to these standards of dress should anticipate being asked to come into compliance. This is especially true in the workplace, in leadership positions and when taking a role in activities representing Andrews University.

Students should be guided by principles of neatness, modesty, appropriateness, and cleanliness. In practice, this means that:

1. *Students should avoid clothing that is tight-fitting or too revealing.*
2. *Students should wear clothing appropriate to their gender.*
3. *Fingernails should be trimmed so as not to interfere with treatment techniques.*

^{31.1} 2023–2024 Andrews University Student Handbook, Philosophy and Principles of Dress.

4. *Shoes generally are to be worn in all public places.*
5. *Bicycles, roller blades/skates and skateboards may not be used in public buildings.*
6. *Offensive/Unprofessional tattoos should be covered with clothing or camouflaged with discreet makeup or Band-Aid.*

5.5.2 Anatomy Lab Attire

Students are required to wear a lab coat for anatomy. Each student is responsible for maintaining the cleanliness of his/her lab coat through regular laundering. When handling human anatomical subjects, students are required to wear vinyl or latex gloves and closed-toe shoes.

5.5.3 Lab Attire

While in the SRS Building, laboratory attire is required, which may include loose shorts and T-shirts for women and men. Some labs will require women to have a halter top, sports bra, camisole or bathing suit top for activities dealing with the neck, back, shoulders and abdomen. Laboratory attire should be worn in the classroom only when a class/lecture is combined with laboratory or applicable research activities.

Students should change into appropriate attire as outlined in the University Dress Code at the completion of the lab session.

5.5.4 Clinical Attire

Clinical education attire is outlined in the Clinical Education Handbook.

5.6 Transportation

Each student is responsible for their own transportation to and from classes, clinicals, or any other school function. Some classes are held at a site other than the Andrews University campus. The department may facilitate arrangements for transportation by posting sign-up sheets for ridesharing. In doing so, the Andrews University does not accept liability for the student(s) while traveling.

5.7 Prospective Students

Information regarding the SRS programs will be available to all students in several forms. The AU SRS website will include information regarding admissions and will have a link to the Student Handbooks, which cover expectations relevant to students.

DPT:

1. [Entry-level program](#)
2. [Entry-level admissions](#)
3. [PT student resources and PT Student Handbook](#)

OTD:

1. [Entry-level program](#)
2. [Entry-level admissions](#)
3. [OT Student Resources and OT Student Handbook](#)

[Postprofessional DPT](#)

[DScOT](#)

[DScPT](#)

5.8 Accepted and Enrolled Students

Students who are accepted and enrolled into one of the School of Rehabilitation Sciences programs receive access to the policies and procedures and appropriate

student handbooks online. During orientation, all students will be given a copy and web address of the appropriate Student Handbook and the AU Student Handbook. The Program Director, or designee, will review the contents of the handbook with the students at orientation. Students will be asked to sign a general informed consent form and a release of information form and verify that they have received and agree to abide by the policies and procedures outlined in their Student Handbook.

5.9 Student Handbooks

Policies and procedures relevant to the AU student will be identified in the applicable Student Handbooks. These handbooks are intended as a companion to the Andrews University Student Handbook. In addition to policies and procedures, information should include rights and responsibilities of the students, as well as services available to help the student.

1. [DPT Student Handbook](#)
2. **OTD Student Handbook:**
3. AU Student Handbook [2024-2025 AU Student Handbook](#)
4. **Postprofessional Student Handbook**

5.10 Recruitment of Students

Recruitment activities of facilities wishing to come to campus to talk with the SRS students will be coordinated by the AFWC/DCE in consultation with the school chair.

5.10.1 Bulletin Board

The school maintains a student bulletin board with current job opportunities in the field.

5.10.2 Email Job Postings

Faculty and staff who receive job postings via email will forward that email to the AFWC/DCE, who will then determine distribution to current students and/or alumni.

5.10.3 Career Center

The [AU Career Center](#) utilizes Handshake to allow employers to connect with students and graduates. The SRS encourages students to create an account so they have access to employment opportunities.

5.10.4 Health Careers Fair

A CHHS Health Careers Fair coordinated by the CHHS Dean's Office is held each year. Class schedules are arranged to allow students time to visit the exhibits and talk with the different facility representatives. **Attendance at this event is expected of all DPT and OTD students.**

5.11 Program Application Fee(s) & Deposit

Please see Andrews University's Academic Bulletin for amounts and consult with the Admission Coordinator for specific details on how and when they should be paid.

This confirmation deposit confirms for the accepted student a position in the occupational or physical therapy class beginning the same year. The deposit will be credited to the successful student's tuition account following registration for the second semester of the program.

5.11.1 Tuition & Professional Education Fees

Tuition for the OTD program is not dependent on number of credits and is charged in a block format of three equal amounts for the three terms (Fall, Spring and Summer) of each academic year. The DPT program includes tuition charges in block format as well as lab fees. The PP-DPT is block tuition. The

DSc programs are based on a per-credit charge. The professional fee is set by the School Chair, in consultation with the CHHS Dean, and is charged at the beginning of each term. Additional Andrews fees include the University General Fee, dorm/housing, food, insurance, certain medical expenses, books and supplies. There are no discounts for students who already have a degree from Andrews University. Contact the Student Finance Office for answers to specific questions.

Student expenses covered by the tuition include:

1. Program courses
2. Normal teaching and office equipment/supplies as with other similar schools/departments on campus
3. Student liability insurance (on-campus programs)
4. Fees for specialized lectures/seminars within the curriculum
5. Other university services as outlined in the University Bulletin

Examples of student expenses covered by the professional education fee for on-campus programs include:

1. OT/PT Kit contents
2. Annual CPR course expenses as required for fieldwork/clinical
3. Annual student memberships to the American Occupational Therapy Association/American Physical Therapy Association
4. AFWC/DCE travel expenses related to field/clinical visits
5. Therapy-related equipment for laboratories and research
6. Travel reimbursement of up to \$600.00 annually for the class AOTA/APTA representative to attend AOTA/APTA & APTA-Michigan events
7. Laboratory equipment, materials and other supplies
8. Software fees related to fieldwork/clinical education
9. Professional head-shot photographs for fieldwork/clinical education and cohort composite
10. The Graduate Class banquet for the student and a significant other
11. The NPTE preparation materials/exams
12. A portion of faculty professional development, licensure, certification and AOTA/APTA membership fees

Examples of student expenses covered by the professional education fee for distance programs include:

1. Physical therapy related equipment for laboratories and research
2. ASPIRE instruction fees

5.11.2 Medical Insurance

Students are required to take the medical insurance coverage provided by Andrews University or provide evidence of personal insurance. The university must have documented proof that students are covered for personal medical care.

To waive the university insurance coverage, the student must provide proof of insurance (photocopy of the front and back of insurance card) from their personal or parent's insurance company to the office of Student Insurance in the Administration Building.

5.11.3 Student Fieldwork/Clinical Expenses

It is the student's responsibility to schedule and pay for a standard physical examination and TB skin test. This can be scheduled by the student at University Medical Specialties, Inc. If the student misses the scheduled appointment or chooses to have it done by another physician, the student will use the form provided by the school and is still responsible for the cost. If a

student is known to have a positive TB skin test, they may omit the skin test and proceed with a chest x-ray. This will be the responsibility of the student to schedule and cover monetarily.

Payment for any further tests, Hepatitis B vaccinations, immunizations, titers, x-rays, or other medical treatments are the responsibility of the student. Some clinical facilities require stringent criminal background checks which may include fingerprinting, drug testing, etc. Payment for any additional tests, background checks, etc. required by a clinical site for fieldwork/clinical experience are the responsibility of the student.

It is the student's responsibility to search out information on facility health test requirements on EXXAT or consult with the AFWC/DCE, clinical education assistant, or from information provided by them prior to the selection of the clinical site for a fieldwork/clinical experience

5.11.4 Syllabus Photocopy Expenses

Some courses in the OTD/DPT program have a large syllabus due to the high volume of content information and/or intensity of the subject. Syllabi that are 100 pages or less will be provided at no charge as part of the professional education fee to the students. Syllabi greater than 100 pages will be charged to the students and distributed by the instructor of each course or through the University Bookstore. All syllabi that include a copyright charge will also be charged to the student. Charges will be placed on each student's account.

5.11.5 Other Financial items

Finances related to other items such as student club funds or research are covered under their own sections of this handbook. Information on other fees charged by the university such as computer usage or student activities fees can be found in the University Bulletin.

5.12 Professional Organizations

5.12.1 AOTA

The AOTA is the professional organization for occupational therapists. AOTA serves as a guiding light for the occupational therapy profession. AOTA's mission is to advance occupational therapy practice, education, and research through standard setting and advocacy on behalf of its members, the profession, and the public.

As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.

The AOTA can be accessed via their website: www.aota.org

5.12.2 APTA

The APTA is the professional association for physical therapists, representing 95,000 physical therapists and physical therapist assistants and 27,000 PT students across the United States. The APTA's goal is to foster advancement in physical therapy practice, education, and research. Applications for membership are distributed to students and mailed during the first term of the DPT program.

The APTA can be accessed via their website at <http://www.apta.org>. The national office is located at 1111 North Fairfax St, Alexandria, VA 22314 (800-999-APTA). Membership services can be reached at extension 3124. Student outcomes and matriculation rates from all physical therapy programs are available through their "education" website.

All students in the entry-level program are enrolled as student members of the APTA. The annual student membership, paid as part of the professional education fee, entitles the student to all student member privileges and benefits. This includes a subscription to the professional journals and bulletins.

The APTA offers membership in 19 sections, which represent special interest groups. These sections provide a forum to therapists with similar interests to interact, share professional experiences, and further the activities of the profession in that content area. Many sections publish newsletters or journals that provide information on research, clinical practice and health policy issues related to that section. Students interested in joining a section can pay the optional Specialty Section dues to the operations assistant when applying for or renewing membership.

5.12.3 Michigan Chapter or APTA Michigan

The American Physical Therapy Association Michigan represents thousands of therapists in the State of Michigan. The chapter office mailing address is Michigan Physical Therapy Association, Inc., PO Box 21236, Lansing, MI 48909 (800/242-8131). The chapter home page can be accessed at <https://aptami.org/>. The chapter office can be reached via email at https://aptami.org/page/Contact_Us.

5.12.4 APTA/APTA Michigan Meetings and Conferences

Information on national APTA conferences is generally published in PT In Motion, listed on the APTA website, and is mailed to all APTA members. APTA Michigan meetings are published in the APTA Michigan Shorelines Newsletter or the APTA Michigan webpage.

Students are encouraged to participate in APTA meetings and conferences. Students who wish to attend national or regional meetings that overlap with scheduled classes should meet with their academic advisor to discuss strategies for making up missed work. If conferences overlap with clinical experiences, the student must get permission from the DCE and the clinical facility.

5.12.5 APTA Combined Sections Meeting

The Combined Sections Meeting (CSM) is usually held in early February, and is organized by the sections of the association. Registration for CSM is at reduced cost for student members. Early-bird registration rates are also available.

5.12.6 Annual Meeting and Scientific Exposition of the APTA

The APTA sponsors an Annual Meeting and Scientific Exposition in June of each year. This meeting offers educational sessions and research presentations. The APTA House of Delegates meets prior to this meeting. Registration for this conference is at a reduced cost for student APTA members. Early-bird registration rates are also available.

5.12.7 APTA Student Conclave

The APTA holds a Student Conclave in October of each year, providing programming for students from physical therapist and physical therapist assistant programs. The Conclave usually includes educational sessions, a Mock House of Delegates, sessions on resume writing and opportunities to meet with members of the APTA Board of Directors.

5.12.8 Michigan Chapter Meetings

The Michigan Physical Therapy Association sponsors an annual conference in October. Student members receive a reduced cost registration. Education sessions are offered at this conference as well as the presentation of research papers and posters.

5.12.9 Western District Meetings

The Western District holds meetings approximately six times per year in the western half of Michigan. Topics covered include clinical, educational and professional issues. Students are encouraged to attend as most meetings are free and close to home.

5.12.10 Commission on Accreditation in Physical Therapy Education (CAPTE)

The Doctor of Physical Therapy (DPT) Program at Andrews University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. The transitional DPT (t-DPT), Doctor of Science in Physical Therapy (DScPT) and the Orthopedic Residency Programs are not accredited by CAPTE

APPENDICES

2024 DPT Curriculum Track

School of Rehabilitation Sciences Entry-Level DPT Program

Foundational Sciences	Behavioral Sciences	Clinical Sciences	Orthopedic Sciences	Neurologic Sciences	General Medicine	Research Sciences	Clinical Education
<i>Ryan Orrison, Coordinator</i>	<i>Nathan Hess, Coordinator</i>	<i>Gerson De Leon, Coordinator</i>	<i>Greg Almeter, Coordinator</i>	<i>Kim Ferreira, Int. Coordinator</i>	<i>Letrisha Stallard, Coordinator</i>	<i>Sozina Katuli, Coordinator</i>	<i>Bill Scott Coordinator</i>
<ul style="list-style-type: none"> • Anatomy • Anatomy Lab • Pathokinesiology • Pathokinesiology Lab • Neuroscience & Motor Control • Neuroscience & Motor Control Lab • Pathophysiology I • Pathophysiology II • Pharmacology in PT 	<ul style="list-style-type: none"> • Comparative Religion • Spirituality in Healthcare • PT Administration • Psychosocial Issues in Healthcare • Health Promotion & Wellness I & II • Christian Ethics in Rehabilitation Sciences 	<ul style="list-style-type: none"> • PT Assessment Skills • PT Assess. Skills Lab • Ther. Interventions • Ther. Interventions Lab • Ther. Exercise • Ther. Exercise Lab • Differential Diagnosis • Prof. Compendium • Written Comprehensive I & II 	<ul style="list-style-type: none"> • Intro to Orthopedic PT • Orthopedics I • Orthopedics I Lab • Orthopedics II • Musculoskeletal Clinical Reasoning • Musculoskeletal Clinical Reasoning Lab 	<ul style="list-style-type: none"> • Neurology I • Neurology I Lab • Neurology II • Neurology II Lab • Practical Comps • Neuromuscular Clinical Reasoning • Neuromuscular Clinical Reasoning Lab 	<ul style="list-style-type: none"> • General Medicine • General Medicine Lab • Cardiopulmonary • Cardiopulmonary Lab • Prosthetics & Orthotics • Pediatrics • Pediatrics Lab • Geriatrics 	<ul style="list-style-type: none"> • Scholarly Inquiry & Dissemination I • Scholarly Inquiry & Dissemination II • Research Statistics • Research Statistics Lab • Research Project (Topic) [PT-5 Spring] • Research Project (Topic) [PT-6 Summer] • Research Project (Topic) [PT-8 Spring] 	<ul style="list-style-type: none"> • Clinical Practicum • Clinical Exper. 1 • Clinical Exper. 2 • Clinical Exper. 3

SAMPLE CURRICULUM OUTLINE

DPT Curriculum Outline for the Class of 2027 (116 Semester Credits)

FIRST YEAR				SECOND YEAR				48			
PT-1, Fall (16 weeks) Aug 26 - Dec 12, 2024		18 credits	PT-2, Spring (17 weeks) Jan 13 - May 1, 2025		16 credits	PT-3, Summer May 12 - Aug 1, 2025		14 credits			
PTH501	DPT Orientation (starts Aug. 22)	0	Ferreira	PTH513	Health Promotion & Wellness I	1	Alyn	1 st 10 weeks (May 12-July 18)			
PTH505	Anatomy	4	Orrison	PTH518	General Medicine	2	Greene	PTH525	Therapeutic Interventions	3	Hess
PTH515	Anatomy Lab	3	Orrison/Hess	PTH528	General Medicine Lab	1	Greene	PTH535	Therapeutic Interventions Lab	2	Hess
PTH510	PT Assessment Skills	3	DeLeon	PTH509	Principles of Therapeutic Exercise	2	Stallard	PTH540	Pathophysiology II	2	Orrison
PTH520	PT Assessment Skills Lab	3	DeLeon	PTH519	Principles of Therapeutic Exercise Lab	2	Stallard	PTH580	Intro to Orthopedic Physical Therapy	1	Almeter
PTH516	Pathokinesiology	3	Stallard	PTH530	Pathophysiology I	2	Alyn	PTH616	Scholarly Inquiry & Dissemination I	1	Katuli
PTH526	Pathokinesiology Lab	2	Stallard/Hess	PTH565	Neuroscience & Motor Control	3	Orrison/Olson	PTH651	Neurology I	2	TBD
				PTH575	Neuroscience & Motor Control Lab	1	Orrison/Olson	PTH661	Neurology I Lab	2	TBD
				PTH562	Comparative Religion	2	Tompkins	PTH670	Written Comprehensive Exam I	0	Orrison
								PTH680	Clinical Practicum	1	Scott
THIRD YEAR				THIRD YEAR				45			
PT-4, Fall (16 weeks) Aug 25 - Dec 11, 2025		14 credits	PT-5, Spring (17 weeks) Jan 12 - April 30, 2026		17 credits	PT-6, Summer (10 weeks) May 11 - Jul 31, 2026		14 credits			
PTH601	Orthopedics I	2	Almeter	PTH613	Health Promotion & Wellness II	2	DeLeon	1st 10 weeks (May 12-July 17)			
PTH611	Orthopedics I Lab	2	Almeter	PTH625	Cardiopulmonary	2	Orrison	PTH606	Pharmacology in PT	1	Orrison
PTH617	Scholarly Inquiry & Dissemination II	1	Katuli	PTH635	Cardiopulmonary Lab	1	Greene	PTH602	Orthopedics II	2	Alyn
PTH622	Research Statistics	1	Katuli	PTH626	Prosthetics & Orthotics	2	Hagemeier	PTH612	Orthopedics II Lab	2	Alyn
PTH632	Research Statistics Lab	1	Katuli	PTH640	Pediatrics	2	Pawliwski	PTH726	Geriatrics	2	Stallard
PTH647	Differential Diagnosis	2	Alyn	PTH650	Pediatrics Lab	2	Pawliwski	PTH770	Practical Comprehensive Exam	0	Almeter
PTH652	Neurology II	2	Greene	PTH646	Integration of Spirituality in Healthcare	2	Dent	PTH799	Research Project (Topic)	1	Katuli
PTH662	Neurology II Lab	2	Greene	PTH799	Research Project (Topic)	1	Katuli				
PTH680	Clinical Practicum	1	Scott	PTH645	PT Administration	3	Aerts/Birmingham	July 20-Oct 9, 2026			
								PTH885	Clinical Education I (12 weeks)	6	Scott
THIRD YEAR				THIRD YEAR				23			
PT-7, Fall (16 weeks) Aug 24 - Dec 10, 2026		6 credits	PT-8, Spring (17 weeks) Jan 11 - April 29, 2027		11 credits	PT-9, Summer (12 weeks) May 10 - July 30, 2027		6 credits			
PTH885	Clinical Education I (continued)	Scott		Jan 11-22, 2027 (wk 1)		1 st 12 weeks					
PTH886	Clinical Education II (12 weeks) Oct 12, 2026-Jan 8, 2027	6	Scott	PTH886	CE 2 finishes Jan 8 (travel week of 11th) Jan 18-Apr 29, 2027 (wk 2-18)	Scott	PTH887	Clinical Education 3 (12 weeks) May 3, 2027- July 23, 2027	6	Scott	
				PTH712	Neuromuscular Clin Reasoning	1	TBD				
				PTH722	Neuromuscular Clin Reasoning Lab	1	TBD				
				PTH711	Musculoskeletal Clin Reasoning	1	Almeter				
				PTH721	Musculoskeletal Clin Reasoning Lab	1	Almeter				
				PTH736	Psychosocial Issues in Healthcare	3	Young	Graduation Weekend July 30-Aug 1, 2027			
				PTH768	Professional Compendium	1	Hess				
				PTH799	Research Project (Topic)	1	Katuli				
				PTH870	Written Comprehensive Exam II	0	De Leon				
				PTH729	Christian Ethics in Rehab. Sciences	2	De Leon				
								Total Credits =	116		

SAMPLE Curriculum Vitae

(All CVs must be submitted in this format)

Name

Andrews University Department of Physical Therapy

Berrien Springs, MI 49104

Home:

Work:

EDUCATION: post high school, from most recent to earliest

Degree

Institution

Major

Date awarded (month/year) or anticipated to be awarded

LICENSURE INFORMATION/REGISTRATION NUMBER:

State and Registration Number:

CERTIFICATIONS:

EGS. ABPTS

EMPLOYMENT AND POSITIONS HELD:

from most recent to earliest

Title/position

Faculty rank, if applicable

Tenure status or other institutional status, if applicable

Institution

City and State

Duration (from – to -)

PEER REVIEWED PUBLICATIONS: from the most recent to the earliest (include those accepted for publication but not yet published, but indicate as such). Include papers in journals, A-V materials published, monographs, chapters in books, and books; **provide full bibliographic citation.**

Academic Professional Books Published

Major Book Revisions Published

Books/Volumes Edited

Translated Works of Another Author

Refereed Journal Articles

Professional Journal Periodical Articles (accepted not yet published)

Chapters Contributed to Book/Volume

Monographs/Manuals/Academic Essays/Treatises

Book Reviews in Academic Publications

PEER REVIEWED SCIENTIFIC and PROFESSIONAL PRESENTATIONS:

From the most recent to the earliest

- Presenter(s)
- Title
- Occasion
- Date

Platform Presentations

Poster Presentations

Scientific/Scholarly Abstracts

FUNDED/IN REVIEW GRANT ACTIVITY:

- Authorship/participation
- Amount of funding awarded
- Nature of project
- Date and source

CURRENT/ACTIVE RESEARCH ACTIVITY

- Authorship
- Nature
- Funding (external, grant, internal)

Capstone Committees:

Current Research Activity:

MEMBERSHIP IN SCIENTIFIC/PROFESSIONAL ORGANIZATIONS:

- Organization
- Duration (from – to -)
- Position, if applicable

CONSULTATIVE and ADVISORY POSITIONS HELD:

- Title or nature
- Agency
- Duration (from – to -)

Dissertation committees:

Academic Journals Edited/Reviewed

Editorial Referee Activities

Professional Consultations

SERVICE:

- Title or nature
- Agency
- Duration (from – to --)

Non-peer Reviewed Presentations

Non-peer Reviewed Publications

Continuing Education Workshops Conducted/Organized:

Community Service:

Service to the University/School/Department/Councils/Commissions:

Dates
Memberships & chairmanships, if applicable

University:
College:
School:

Capstone Committees:

Honors and Awards:

Title or nature
Awarding agency
Date

Continuing Education Attended: (within last 5 years specific to responsibilities in OTD/DPT program)
IF YOU ARE USING THIS SECTION TO SHOW CONTEMPORARY EXPERTISE THEN YOU NEED TO BE SURE TO LIST EACH LECTURE (OR AT LEAST SERIES ATTENDED) FOR THE CONFERENCES

TEACHING:

Current Teaching Responsibilities in the Entry-level Occupational/Physical Therapist Program:
(in sequence, by term; do **NOT** include courses taught at other institutions!)

Fall Semester
Spring Semester
Summer Semester

Sample Abbreviated Resume and Teaching Confirmation

Andrews University School of Rehabilitation Sciences
 (269) 471-6033 ♦ Fax (269) 471-2866
ABBREVIATED RESUME and TEACHING CONFIRMATION

(for associated faculty teaching less than 50% of a course)

Please fill out/update and return in the envelope provided

NAME		Highest Degree	«
HOME ADDRESS			
PHONE #	Work:	Home:	
SS #			
EMAIL ADDRESS			
CURRENT TEACHING RESPONSIBILITIES	Guest Instructor for «CourseNumber»«CourseName»		

SOURCES OF CONTEMPORARY EXPERTISE RELATED TO TEACHING ASSIGNMENT

Teaching Assignment (content area)	RELATED Employment, Clinical Practice, Con Ed, Formal Courses, Publications or Presentations, etc.	Length / Dates	RELATED Degree, Credentials, Certifications
Sample 1: Wound/Burn care	<ul style="list-style-type: none"> • Multiple Peer reviewed journals and professional presentations. • Wound/burn care coordinator 	<ul style="list-style-type: none"> • N/A • 3 years 	PT
Sample 2: Reimbursement	<ul style="list-style-type: none"> • CEO, ACME Billing service, LTD • PT clinic manager 	<ul style="list-style-type: none"> • 2 years • 4 years 	MBA
Sample 3: Spine Rehabilitation	<ul style="list-style-type: none"> • 3 orthopedic spine con ed courses • clinical practice 	<ul style="list-style-type: none"> • 2001-2005 • 15 years 	PT, OCS

I hereby agree to provide the services as arranged for «CourseNumber» «CourseName» during «QuarterModule» Semester «Year».

Signature _____

Date _____

Writing Behavioral Objectives

University of Utah Department of Physical Therapy
(Adapted with permission from Erikson, N at Eastern Washington University)

COMPONENTS of a Behavioral Objective:

- A. AUDIENCE / WHO:** audience for whom the objective is intended: “The physical therapist student will...”
- B. BEHAVIOR / WHAT:** specific observable actions/behaviors the student is to perform or exhibit. Use the taxonomy to identify a verb that distinguishes the level of the behavior.
- C. CONDITIONS / “GIVENS:”** relevant factors affecting the actual performance.
 - 1. in the classroom, lab or clinical setting...
 - 2. upon completion of the assignment or learning task...
 - 3. after reviewing instruction...
 - 4. following a lecture, demonstration or discussion...
 - 5. with(out) the use of notes, text, lab manuals...
 - 6. when provided with certain materials or equipment...
 - 7. given a case study, diagram, clinical problem...
 - 8. on a model, classmate, patient...
- D. DEGREE / CRITERION FOR SUCCESS:** level of achievement indicating acceptable performance.
 - 1. to a degree of accuracy, e.g. 90% or + or - 1 s.d.
 - 2. to a stated proportion, e.g. within 2 mm of mercury
 - 3. within a given time period
 - 4. within a given number of trials
 - 5. to a standard of clinical acceptability
 - 6. to be verified by an external agency, panel, person
 - 7. according to criteria set forth in a lab manual, standard operating policy, skill analysis, or other document
 - 8. to the satisfaction of the instructor
- E. Goals should also be “S.M.A.R.T.”**
 - 1. S: Specific – a specific behavior/activity/task
 - 2. M: Measurable – units of measurement
 - 3. A: Attainable – achievable and appropriate
 - 4. R: Relevant – realistic and focused on results
 - 5. T: Time-based – within a specific time frame
- F. Examples:**
 - 1. Following demonstration and practice with the clinical instructor, the student will be able to transfer a patient post stroke from the bed to the wheelchair safely with minimal cuing from the CI.
 - 2. By midterm, the student will be able to accurately document a daily note according to facility guidelines without CI input.

LEVELS OF OBJECTIVES ACCORDING TO BLOOM'S TAXONOMY

LEVEL ONE OBJECTIVES

Domain: Cognitive - knowledge: The remembering of previously learned material.

Domain: Affective - receiving: getting, holding, and directing the student's or patient's attention.

Domain: Psychomotor - perception: using sense organs to obtain cues that guide motor activity.

Cognitive Knowledge		Affective Receiving	Psychomotor Perception
cite	label	ask	choose
define	list	choose	describe
describe	match	describe	detect
eliminate	name	eliminate	differentiate
express	request	express	distinguish
identify	state	identify	identify
itemize		locate	inspect
		name	itemize
		reply	isolate
		request	relate (tell)
			select
			separate

LEVEL TWO OBJECTIVES

Domain: Cognitive - comprehension: grasping the meaning of the material

Domain: Affective - responding: active participation and reaction by the student

Domain: Psychomotor - set: mental, physical, and emotional readiness to act.

Cognitive Comprehension		Affective Responding	Psychomotor Set
classify	explain	answer	label perform
collect	generalize	assist	begin
compile	inspect	collect	display
convert	paraphrase	comply	explain
defend	record	conform	institute
document	repeat	discuss	respond
estimate	restate	examine	show
		inspect	start

LEVEL THREE OBJECTIVES

Domain: Cognitive - application: using learned material in new and concrete situations.

Domain: Affective - valuing: displaying consistent behavior which makes a student's values clearly identifiable.

Domain: Psychomotor - guided response: early stages of learning a complex skill.

Cognitive Application		Affective Valuing	Psychomotor Guided Response	
adjust	manipulate	advise	formulate	bandage
administer	massage	apply	implement	handle
apply	mobilize	check	initiate	investigate
arrange	modify	choose	institute	specify
change	operate	clarify	investigate	transfer
check	participate	complete	justify	turn
clarify	perform	derive	mobilize	
complete	position	describe	participate	
compute	predict	designate	propose	
demonstrate	present	determine	quantify	
discover	refer	differentiate	rank	
examine	schedule	distinguish	rate	
experiment	solve	draw	recommend	
handle	suggest	evaluate	record	
implement	transfer	explain	refer	
investigate	translate	extract	report	
			schedule	
			select	

LEVEL FOUR OBJECTIVES

Domain: Cognitive - analysis: breaking down material into its component parts.

Domain: Affective - organization: comparing, relating, and synthesizing values.

Domain: Psychomotor - mechanism: performance acts where the learned response is habitual and the movements can be performed with proficiency.

Cognitive Analysis		Affective Organization		Psychomotor Mechanism
analyze	illustrate	adjust	modify	bandage
assess	manage	alter	negotiate	handle
assign	negotiate	analyze	organize	investigate
choose	outline	arrange	prepare	specify
diagram	rank	combine	relate	transfer
derive	rate	compare	simplify	turn
determine	relate	consult	supervise	
designate	select	criticize	synthesize	
differentiate	separate	defend	teach	
discuss	simplify	develop	terminate	
distinguish	specify	document		
draw (conclusions)	terminate	experiment		
evaluate		judge		

LEVEL FIVE OBJECTIVES

Domain: Cognitive - synthesis: putting parts together to form a new whole.

Domain: Affective - characterization by a value: behavior is typical or characteristic of that person.

Domain: Psychomotor - complex overt response: skillful performance involving complex movement pattern.

Cognitive Synthesis		Affective Characterization	Psychomotor Complex Behavior
advise	manage	act	adjust
articulate	modify	communicate	administer
categorize	negotiate	direct	apply
combine	organize	discriminate	bandage
communicate	originate	display	handle
compose	plan	instruct	investigate
consult	practice	practice	speak
coordinate	propose	propose	specify
correlate	quantify	question	test
create	rearrange	revise	transfer
design	recommend	serve	turn
develop	reconstruct	solve	
devise	reorganize		
establish	revise		
extrapolate	summarize		
formulate	supervise		
generate	teach		
instruct	write		

LEVEL SIX OBJECTIVES

Domain: Cognitive - evaluation: judging the value of material for a given purpose.

Domain: Psychomotor - adaptation: modifying well-developed skills to fit a certain requirement of to meet a problem situation.

Cognitive Evaluation	Psychomotor Adaptation
appraise	adapt
compare	alter
conclude	change
consult	develop
contrast	massage
criticize	mobilize
direct	position
discriminate	rearrange
interpret	reorganize
justify	revise
support	schedule

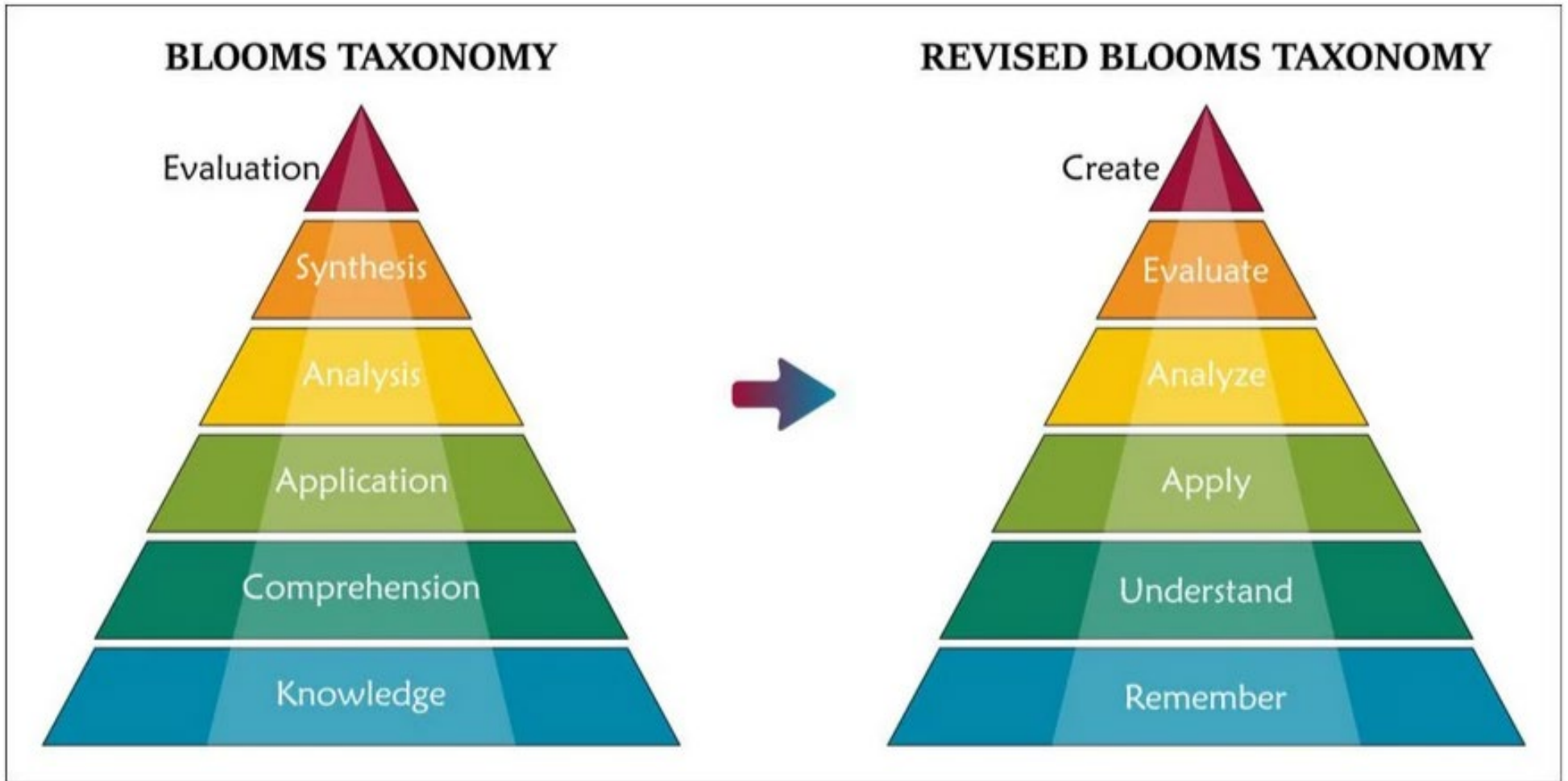
LEVEL SEVEN OBJECTIVES

Domain: Psychomotor - origination: creation of new movement patterns to fit a particular situation or problem.

Psychomotor Origination

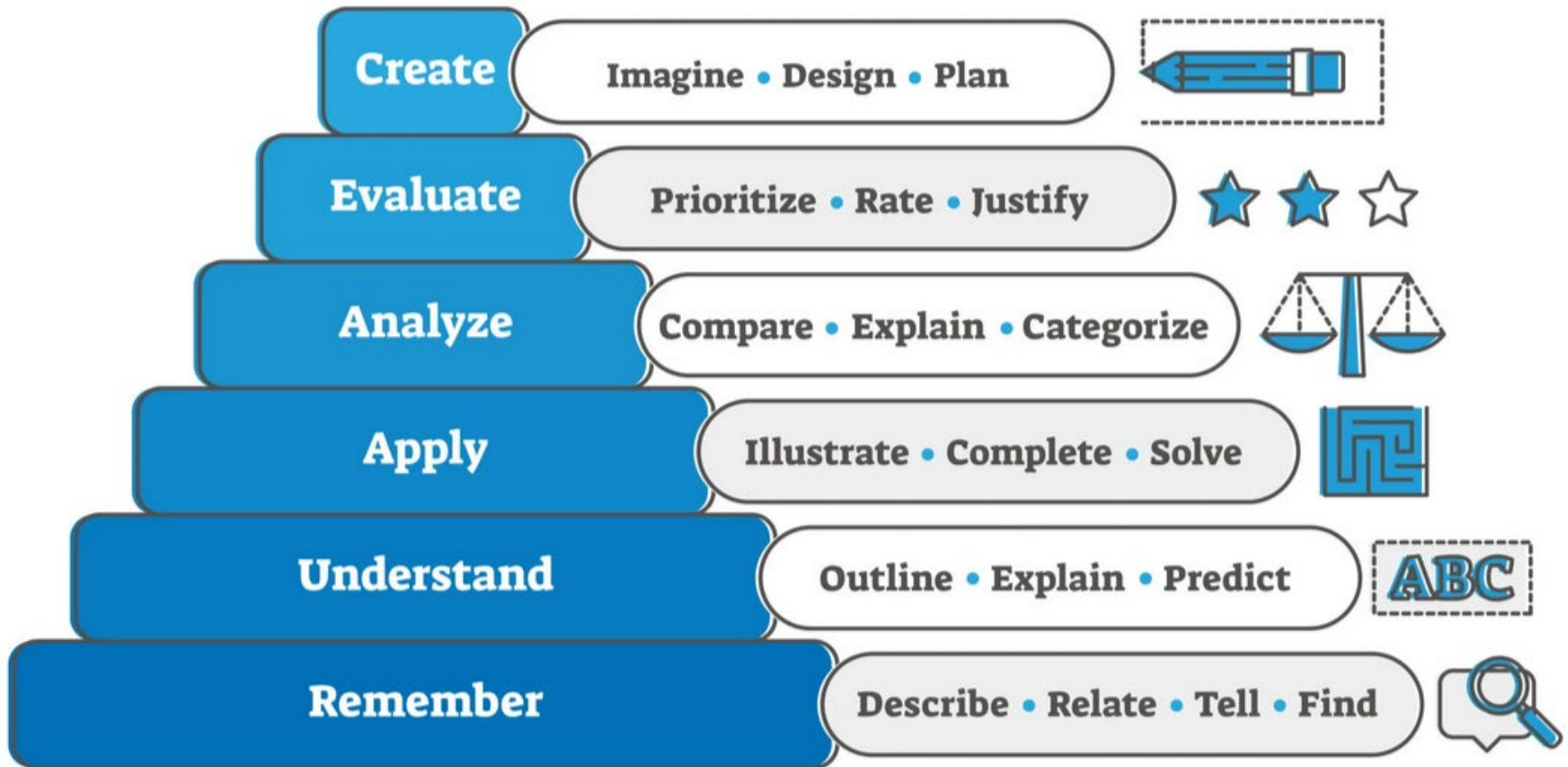
arrange
combine
communicate
compose
construct
design
instruct
manage
originate
teach

Bloom's Taxonomy Comparison



<https://www.simplypsychology.org/blooms-taxonomy.html>

BLOOM'S TAXONOMY



<https://www.simplypsychology.org/blooms-taxonomy.html>

Sample Grading Rubric: Geriatric Exercise Project

	A	B	C
Draft 1 (5/29) 25 Points	<ul style="list-style-type: none"> • Turned in on time • Proper format • Thorough • Well –organized • Prioritization indicated 	<ul style="list-style-type: none"> • Some format concerns • Lacking thoroughness • Somewhat unorganized • Prioritization unclear 	<ul style="list-style-type: none"> • Unformatted • Scanty • Unorganized • Not prioritized
Draft 2 (6/5) 25 Points	<ul style="list-style-type: none"> • Turned in on time • Proper format • Well-written (grammar, flow, concise, power, etc.) • Evidence cited • Sources cited (AMA format) 	<ul style="list-style-type: none"> • Timeliness • Some format concerns • Some writing concerns • Lacking depth/breadth • Insufficient evidence 	<ul style="list-style-type: none"> • Timeliness • Spelling/grammar issues • Poorly written • Some requirements missing
Final Paper (6/16) 100 Points	<ul style="list-style-type: none"> • Introduction of Topic • Body of paper (rationale for exercise, purpose of the exercise, each exercise listed with proper performance described, precautions/contraindications, • Evidence (5+ sources including 3 peer-reviewed journal articles) • Conclusion • 4 pages double-spaced, not including images • Exercises (sufficient number for 15 minutes of performance, appropriate for older adult and topic, sufficient variety, modified for the older adult) 	<ul style="list-style-type: none"> • Timeliness • A section missing • Some format concerns • Some writing concerns • Lacking depth/breadth • Insufficient evidence • Body of paper lacking • Insufficient length • Content concerns, e.g., choice of exercises • Less than 4 pages not including images • Exercises amounting to less than 15 minutes 	<ul style="list-style-type: none"> • Timeliness. • Multiple areas of paper less than adequate. • Less than expected participation with partner on the project. • Less than 3 pages not including images. Exercises amounting to less than 10 minutes.

<p>Presentation (6/22 or 25)</p> <p>100 Points</p>	<ul style="list-style-type: none"> • Content – contains needed information • Structure – Logical beginning, middle, and end. Pace allows for audience to understand. • Packaging – Delivery displays good preparation. 15 minutes. • Human Element – Confident, enthusiastic, voice (heard without shouting, good pace), good leadership; equal contribution by partners. 	<ul style="list-style-type: none"> • Content – lacking sufficient depth • Structure – Lacking organization. Too fast/slow at times. • Packaging – Not well-prepared. +/- 2 min (15) • Human Element – Lacking confidence/enthusiasm, voice (difficult to hear/understand at times); avg. leadership; disproportionate contribution 	<ul style="list-style-type: none"> • Content – Not DPT level • Structure – Disorganized, poor pace. • Packaging – Poorly prepared; +/- 4 min. • Human Element – Unsure, appeared bored; poor voice; poor leadership; did not work well with partner; minimal contribution to presentation
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Sample Grading Rubric: for EBP Criteria

	4 points	3 points	2 points	1 point
Literature Search	<ul style="list-style-type: none"> • Search process clearly outlined • Secondary searches listed if needed • Articles selected are relevant to topic • Articles selected are appropriate • Rationale provided for selection of articles 	<ul style="list-style-type: none"> • Search process identified • Secondary search should have been done but was not • Some articles selected are relevant and appropriate to topic • Rationale provided for selection of articles 	<ul style="list-style-type: none"> • Search process identified • Some articles selected are relevant appropriate to topic • No rationale provided for selection of articles 	<ul style="list-style-type: none"> • Search process unclear • Articles selected are not related • Articles are not appropriate • No rationale provided
Literature Review	<ul style="list-style-type: none"> • Purpose of study identified • Number of subjects and groups identified • Variables and how they were measured identified • Interventions used • Results clearly communicated 	<ul style="list-style-type: none"> • Purpose and results, lacked detail and/or one is missing. • Important detail missing in 1-2 of the following: Number of subjects, grouping, variables, interventions. 	<ul style="list-style-type: none"> • Purpose not clearly identified • Results were vague or unclear • Important detail missing in 3 of the following: Number of subjects, grouping, variables, interventions 	<ul style="list-style-type: none"> • Purpose of study not identified • Results were vague, unclear or not identified • No strengths/weaknesses identified • Important detail missing in 3 > of the following: Number of subjects, grouping, variables, interventions
Reasoning	<ul style="list-style-type: none"> • Strengths and weakness of study identified • Links the articles selected to support the topic • Ideas and feelings are expressed and supported by sound rationale 	<ul style="list-style-type: none"> • Strengths/weaknesses of study specifically identified, but implied • Links some of the articles to the topic • Some ideas and feelings are expressed and supported by sound rationale 	<ul style="list-style-type: none"> • Strength/weaknesses of study missing • Articles selected are not linked to topic • Ideas and feelings are expressed but there is no supporting rationale 	<ul style="list-style-type: none"> • There is a disconnect between the articles selected and the topic • No ideas or feelings are expressed • No supporting rationale
Writing Style	<ul style="list-style-type: none"> • Links common ideas/thoughts (the writing flows naturally), • Thoughts/summaries are clearly expressed • sentences are complete • no grammar or spelling errors 	<ul style="list-style-type: none"> • Groups common ideas/thoughts with a little rambling and/or randomness of thought; • thoughts/summaries are implied • a couple of sentences are incomplete and/or awkward • only a couple of grammar or spelling errors 	<ul style="list-style-type: none"> • Only a few ideas are grouped with some rambling and/or randomness of thought • thoughts/summaries are vague • several sentences are incomplete • several grammar or spelling errors 	<ul style="list-style-type: none"> • Shows little grouping of common ideas expressing random ideas with little organization • Difficulty understanding the purpose or meaning of sentence • The number of errors detract from the meaning of the sentence and overall paper

Sample Scoring Rubric: Lab Report

Lab partners:

TA:

BIOL 464 Systems Physiology (25 points)

	Excellent (5 pts)	Good (4 pts)	Adequate (3 pts)	Needs work (2 pts)	Poor (1 pt)	Absent (0 pts)	Lab score
Introduction	<ol style="list-style-type: none"> Provides a clear & understandable background, including all necessary literature citations Provides a clear statement of the experiment's significance or importance Provides a clear statement of the hypothesis and research question being asked Provides a clear statement of the experiment's goal Provides a clear overview of research methods and why those methods were used 	One of the "excellent" conditions is missing or is poorly written	Two of the "excellent" conditions are missing or are poorly written	Three of the "excellent" conditions are missing or are poorly written	Four of the "excellent" conditions are missing or are poorly written	All "excellent" conditions are missing or are poorly written	
Methods	<ol style="list-style-type: none"> Provides a clear, step-by-step overview of methods Written in narrative format, not a list or recipe Methods are explained well enough for another scientist to replicate the experiment Visual aids are included where necessary, or where they could be helpful for illustrative purposes 	Most methods are included, but 1-2 steps are vague or unclear.	Most methods are included, but 2-3 steps are vague or unclear.	Most methods are included, but 3+ steps are vague or unclear.	Methods are so vague that the experiment would be difficult to repeat. The reader must guess at how the data was gathered or how the experiment was conducted.	Methods are completely missing	
Results	<ol style="list-style-type: none"> Results are clearly recorded and organized so that it is easy for the reader to see trends. All appropriate tables and graphs are included, with titles and legends All tables and graphs are explained in the text Statistical analysis is included where appropriate and explained If multiple experiments were performed, they are clearly distinguished in separate paragraphs 	One of the "excellent" conditions is missing or is poorly written	Two of the "excellent" conditions are missing or are poorly written	Three of the "excellent" conditions are missing or are poorly written	Four of the "excellent" conditions are missing or are poorly written	All "excellent" conditions are missing or are poorly written	
Discussion	<ol style="list-style-type: none"> Results are reiterated in the context of the research goals Results are interpreted and the conclusions follow the data (not wild guesses or leaps of logic) Hypothesis is rejected or accepted based on the data. Applications or real world connections are discussed Potential modifications to the experiment are discussed Appropriate literature citations are included 	One of the "excellent" conditions is missing or is poorly written	Two of the "excellent" conditions are missing or are poorly written	Three of the "excellent" conditions are missing or are poorly written	Four or more of the "excellent" conditions are missing or are poorly written	All "excellent" conditions are missing or are poorly written	
Abstract, Literature Cited, Format & Style	<ol style="list-style-type: none"> Abstract is clearly written All formatting guidelines are followed: <ol style="list-style-type: none"> Margins are not less than ½ inch Line spacing: 1.5-2.0 12 point font In-text citations and Literature Cited sections follow CSE guidelines At least 3 literature citations are included 	One of the "excellent" conditions is missing or is poorly written	Two of the "excellent" conditions are missing or are poorly written	Three of the "excellent" conditions are missing or are poorly written	Four of the "excellent" conditions are missing or are poorly written	All "excellent" conditions are missing or are poorly written	
Total Score:							

PLEASE NOTE: Plagiarism of ANY kind (including but not limited to copying from literature sources or other students, past or present) will automatically result in a score of 0.

Sample Patient Education Teaching Session

	A (5--4)	B (3--2)	C (1--0)
Need to Know	Provides learner with a good understanding of: what's going to be taught and why, includes a motivational hook.	Provides learner with some understanding of: what's going to be taught and why. Motivational hook is not included.	Explains what will be taught but not why. No motivational hook provided.
Learning Theories	Selects the appropriate learning theory for the content. Behaviorism---breaks down task into individual components, demonstrates, has patient perform it and provides positive reinforcement. Constructivism---provides safe environment for patient to problem solve, corrects, coaches.	Selects the appropriate learning theory for content but not all of the concepts are utilized or incorporated.	Unable to identify a specific learning theory. No real plan is evident
Simplicity	Starts with simple concept → complex; avoids medical terminology; uses familiar words and concrete language. Good flow and organization	Attempts to start with simple and progress to complex. Some medical jargon is used. Some words that are used are not familiar. Some instructions are vague. A little disorganized.	Instructions are complex, lots of medical jargon with vague instructions. Very disorganized, poor flow. Jumps around.
Reinforcement	Starts with most important concept and finishes with it; has patient re-state it; uses visual aids; Assess learning.	The key concept is identified but not reinforced at end. Some reinforcement techniques are used.	No key concept is identified. Few reinforcement techniques are used.
Written instructions	No more than 3 exercises Uses a few key words and simple figures; Easy to read and lot of white space; written at appropriate literacy level.	Somewhat wordy, some drawings/pics could be clearer, some instructions are difficult to read or understand. Looks cluttered.	Too wordy, difficult to read and understand. Pictures are confusing or absent. Looks cluttered.

Sample Lab Practical Exam: Physical Agents

Name: _____

Date: _____

Procedure: _____

—

1. Therapist obtains informed consent of patient: (5 pts) _____
 - a. Explains the purpose of the treatment.
 - b. Explains the procedure to the patient.
 - c. Explains what the patient should expect during & after treatment.
 - d. Uses non-medical language.
 - e. Checks understanding of patient.

2. Therapist prepares area for treatment. (2 pts) _____
 - a. Has all needed supplies (gel, towels, electrodes, etc.)
 - b. Insures that all amplitude controls are at zero.

3. Positions Patient. (3 pts) _____
 - a. Placed in a well-supported, comfortable position.
 - b. Exposes area to be treated
 - c. Drapes patient appropriately.

4. *Inspects area to be treated (2 pt) _____
 - a. Checks for sensation and skin integrity.

5. *Therapist applies physical agent safely and correctly (5 pts) _____
 - a. Therapist chooses the correct physical agent
 - b. Therapist chooses the correct parameters for the condition
 - c. Therapist sets up the equipment appropriately
 - d. Therapist follows the correct procedure for application
 - e. Therapist asks feedback from patient

6. *Therapist Assessment (5 pts) _____
 - a. Therapist knows appropriate and inappropriate responses to treatment
 - b. Therapist knows what physiological effects will be produced by chosen physical agent.
 - c. Therapist can choose appropriate post treatment measures to evaluate effectiveness.
 - d. Therapist knows how to modify treatment.

* Points lost in these categories can result in an automatic failure of the practical exam as these have to do with patient safety concerns.

Comments: _____

Name: _____

Briefly answer the following questions based on your selected case scenario, keep track of your time as you only have 10 mins to write and set-up. You may begin setting up as soon as you are done writing.

1. What is your physiological/treatment goal for this patient?

2. List the relevant contraindications for this physical agent.

3. List the treatment parameters with a brief rationale.

REQUIRED DPT Course Syllabus: 10-weeks

ANDREWS UNIVERSITY
COLLEGE OF HEALTH AND HUMAN SERVICES
SCHOOL OF REHABILITATION SCIENCES

COURSE SYLLABUS

Number and Title:

Course Description:

Course Prerequisites: Successful completion of previous DPT coursework and concurrent enrollment in XYZ – this would be lecture and lab eg. PTH400 and PTH410.

Semester and Year:

School Offering Course: School of Rehabilitation Sciences -- DPT program
-- OTD program

Credit Hours:

Course Clock Hours and Schedule Per Semester (lecture / lab hours):

(Please adjust the highlighted areas accordingly for the amount of credits and remove the highlight and this note before publishing)

1 lecture credit = 15-16 clock hours of classroom instruction

1 laboratory credit = 30-45 clock hours in the lab

Estimation of Time Use for Completing Assignments for this Course (FYI teachers- For LECTURE CLASSES ONLY THAT OCCUR IN LESS THAN 15 WEEK SEMESTERS (LAB Classes do not need the breakdown below just the "1 laboratory credit = 30-45 clock hours in the lab" statement above. The formula is #credits * 60 hours. This is based upon 1hour face-face per credit and 3 hours outside of class per credit= 4 hours per credit * 15weeks. Please remove the FYI and the formula before publishing syllabus)

A professional graduate-level (X) credit course requires a total of (X*60) hours for course lectures, reading requirements, projects, and written assignments. For this course, the instructor estimates that this total of 60 hours will be distributed in the following activities:

- Class Lectures: ## hours
- Reading: ## hours
- Written Assignments: ## hours
- Service-learning Project: ## hours

Course schedule will be provided at the start of the course.

Instructor(s):

Office Location:

Telephone No.:

Description of Teaching Methods and Learning Experiences:

Professional Expectations: In keeping with the “Professional Expectations” guidelines in your *DPT Student Handbook* and the professional behavior that all members of a health care team uphold, each student enrolled in this course is expected to act in a respectful and professional manner. This includes, but is not limited to, being punctual and prepared for every class session; respecting one’s classmates and the instructor during class discussions; working independently of classmates when asked to do so; working in a positive and productive manner with classmates on group projects; respecting oneself by presenting one’s own ideas and opinions in a positive and thoughtful manner that demands the attention and respect of classmates; being committed to a positive learning experience.

Cell phones, personal laptops and other portable electronic or recording devices should be turned off before entering the classroom. Picture taking during class is not allowed. Recording devices are allowed only if pre-approved by the instructor and, if approved, recordings are not to be posted on a public venue.

Academic Integrity: Andrews University is a community of scholars where academic honesty is the expected norm for faculty and students. All members of this community are expected to exhibit academic honesty in keeping with the policy outlined in the University bulletin. In addition, the student is expected to comply with ethical and scientific standards, as recognized by the AMA and the US Office of Human Subjects Protection and the US Office of Research Integrity. It is expected that members of the scholarly community will act with integrity at all times, however, should an individual choose to demonstrate dishonesty, it should be understood that acts of academic dishonesty are taken extremely seriously. Acts of dishonesty are classified by level and reported centrally. The consequences of academic dishonesty will be determined by the instructor unless a student’s record demonstrates repeated offenses (either three level-one offenses or two level-two offenses, or a level three and any other level violation). In the situation where the student record demonstrates such repeated violations, or where the student is accused of a level-four violation, the case will be referred to an Academic Integrity Panel for resolution. Serious or repeated violations can result in the issuance of an “XF” grade by Academic Integrity Panels, which indicates that the student failed the class for breach of academic integrity. The XF is placed on the student’s permanent record and can only be removed under certain circumstances (see the University Bulletin). Additional note about the use of artificial intelligence: Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.

Disability Accommodation If you qualify for disability accommodation under the Americans With Disability Act, please contact the Student Success Office in Nethery Hall by telephone 269-471-6096 or email disabilities@andrews.edu.

Emergency Protocols: Andrews University takes the safety of its students seriously. Signs identifying emergency protocols are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or shelter emergency.

Course Procedures: ****FYI - This section includes methods of student evaluation/grading – ie tests, quizzes assignments**This FYI is not to be included in your syllabus please remove before saving****

Additional Course Requirements (if any):

Grading Policy:

Grading Rubric:

A	93 - 100 %
A-	90 - 92 %
B+	87 - 89 %
B	83 - 86 %
B-	80 - 82 %
C+	77 - 79 %
Incomplete	0 – 76%

(see Academic Policies in *DPT Student Handbook*)

Method of Student Evaluation:

for example)

Written Exams (2)	50%
Practical Exam	20%
Quizzes	20%
Participation	10%

(please remove this note and highlights before publishing)

Required Textbook & Recommended Readings:

Required: (include ISBN #)

Recommended: (if any)

For price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

Course Objectives with Related Student Learning Outcomes (SLO)

Outline of Content (and assigned instructor)

The following is added to help guide you in completing the Course Objectives above and does not need to be included with your syllabus – Please remove this statement and the goals below if you are going to include the goals.

DPT Student Goals (Expected Student Outcomes)

The mission of the DPT degree program is to graduate competent entry-level physical therapy practitioners who are able to minister to the needs of others. To accomplish this, graduates will be able to:

1. Model behavior which reflects Christian values, including an understanding of the role of prayer and faith in the complete healing process.
2. Demonstrate in-depth knowledge of the basic and clinical sciences relevant to physical therapy, both in their fundamental context and in its application within professional clinical practice.
3. Provide primary care to patients/clients within the scope of physical therapy practice.

4. Demonstrate entry-level competency in clinical skills necessary to perform a comprehensive physical therapy examination, and evaluation, establish a differential diagnosis, determine an appropriate prognosis, and establish intervention and/or prevention activities.
5. Understand and value the capabilities of other health care providers and determine the need for referral to those individuals.
6. Participate in practice management including delegation and supervision of support personnel, financial management, business planning, marketing and public relations activities.
7. Possess the critical inquiry skills necessary to evaluate professional knowledge and competencies in relation to evidence-informed physical therapy practice.
8. Demonstrate legal and ethical behavior consistent with professional standards.
9. Demonstrate sensitivity to individual and cultural differences when engaged in physical therapy practice.
10. Demonstrate professional behavior.

REQUIRED DPT Course Syllabus: 15-17-weeks

ANDREWS UNIVERSITY
COLLEGE OF HEALTH AND HUMAN SERVICES
SCHOOL OF REHABILITATION SCIENCES

COURSE SYLLABUS

Number and
Title:

Course
Description:

Course Prerequisites: Successful completion of previous DPT coursework and concurrent enrollment in XYZ – this would be lecture and lab eg. PTH400 and PTH410.

Semester and
Year:

School Offering Course: School of Rehabilitation Sciences – DPT program
--OTD program

Credit Hours:

Course Clock Hours and Schedule Per Semester (lecture / lab hours): (Please adjust the highlighted areas accordingly for the amount of credits and remove the highlight and this note before publishing)
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1 laboratory credit = 30-45 clock hours in the lab

Estimation of Time Use for Completing Assignments for this Course (FYI teachers- For LECTURE CLASSES ONLY THAT OCCUR IN LESS THAN 15 WEEK SEMESTERS (LAB Classes do not need the breakdown below just the "1 laboratory credit = 30-45 clock hours in the lab" statement above. The formula is #credits * 60 hours. This is based upon 1hour face-face per credit and 3 hours outside of class per credit= 4 hours per credit * 15weeks. Please remove the FYI and the formula before publishing syllabus)

A professional graduate-level (X) credit course requires a total of (X*60) hours for course lectures, reading requirements, projects, and written assignments. For this course, the instructor estimates that this total of 60 hours will be distributed in the following activities:

- Class Lectures: ## hours
- Reading: ## hours
- Written Assignments: ## hours
- Project: ## hours

Course schedule will be provided at the start of the course.

Instructor(s):

Office
Location:

Telephone
No.:

Description of
Teaching

Methods and Learning Experiences:

Professional Expectations: In keeping with the “Professional Expectations” guidelines in your *DPT Student Handbook* and the professional behavior that all members of a health care team uphold, each student enrolled in this course is expected to act in a respectful and professional manner. This includes, but is not limited to, being punctual and prepared for every class session; respecting one’s classmates and the instructor during class discussions; working independently of classmates when asked to do so; working in a positive and productive manner with classmates on group projects; respecting oneself by presenting one’s own ideas and opinions in a positive and thoughtful manner that demands the attention and respect of classmates; being committed to a positive learning experience.

Cell phones, personal laptops and other portable electronic or recording devices should be turned off before entering the classroom. Picture taking during class is not allowed. Recording devices are allowed only if pre-approved by the instructor and, if approved, recordings are not to be posted on a public venue.

Academic Integrity: Andrews University is a community of scholars where academic honesty is the expected norm for faculty and students. All members of this community are expected to exhibit academic honesty in keeping with the policy outlined in the University bulletin. In addition, the student is expected to comply with ethical and scientific standards, as recognized by the AMA and the US Office of Human Subjects Protection and the US Office of Research Integrity. It is expected that members of the scholarly community will act with integrity at all times, however, should an individual choose to demonstrate dishonesty, it should be understood that acts of academic dishonesty are taken extremely seriously. Acts of dishonesty are classified by level and reported centrally. The consequences of academic dishonesty will be determined by the instructor unless a student’s record demonstrates repeated offenses (either three level-one offenses or two level-two offenses, or a level three and any other level violation). In the situation where the student record demonstrates such repeated violations, or where the student is accused of a level-four violation, the case will be referred to an Academic Integrity Panel for resolution. Serious or repeated violations can result in the issuance of an “XF” grade by Academic Integrity Panels, which indicates that the student failed the class for breach of academic integrity. The XF is placed on the student’s permanent record and can only be removed under certain circumstances (see the University Bulletin). Additional note about the use of artificial intelligence: Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.

Disability Accommodation If you qualify for disability accommodation under the Americans With Disability Act, please contact the Student Success Office in Nethery Hall by telephone 269-471-6096 or email disabilities@andrews.edu.

Emergency Protocols: Andrews University takes the safety of its students seriously. Signs identifying emergency protocols are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or shelter emergency.

Course Procedures: ****FYI - This section includes methods of student evaluation/grading – ie tests, quizzes assignments**This FYI is not to be included in your syllabus please remove before saving****

Additional Course

**Requirements
(if any):**

**Grading
Policy:**

Grading Rubric:

A	93 - 100 %
A-	90 - 92 %
B+	87 - 89 %
B	83 - 86 %
B-	80 - 82 %
C+	77 - 79 %
Incomplete	0 – 76%

(see Academic Policies in *DPT Student Handbook*)

**Method of
Student
Evaluation:**

**for
example)**

Written Exams (2) 50%

Practical Exam 20%

Quizzes 20%

Participation 10%

**(please remove
this note and
highlights before
publishing)**

**Required
Textbook &
Recommended
Readings:**

Required: (include ISBN #)

Recommended: (if any)

For price information, please see the listing at the Bookstore
www.andrews.edu/bookstore.

**Course
Objectives
with Related
Student
Learning
Outcomes
(SLO)**

**Outline of
Content (and
assigned
instructor)**

The following is added to help guide you in completing the Course Objectives above and does not need to be included with your syllabus – Please remove this statement and the goals below if you are going to include the goals.

DPT Student Goals (Expected Student Learning Outcomes)

The mission of the DPT degree program is to graduate competent entry-level physical therapy practitioners who are able to minister to the needs of others. To accomplish this, graduates will be able to:

1. Model behavior which reflects Christian values, including an understanding of the role of prayer and faith in the complete healing process.
2. Demonstrate in-depth knowledge of the basic and clinical sciences relevant to physical therapy, both in their fundamental context and in its application within professional clinical practice.

3. Provide primary care to patients/clients within the scope of physical therapy practice.
4. Demonstrate entry-level competency in clinical skills necessary to perform a comprehensive physical therapy examination, and evaluation, establish a differential diagnosis, determine an appropriate prognosis, and establish intervention and/or prevention activities.
5. Understand and value the capabilities of other health care providers and determine the need for referral to those individuals.
6. Participate in practice management including delegation and supervision of support personnel, financial management, business planning, marketing and public relations activities.
7. Possess the critical inquiry skills necessary to evaluate professional knowledge and competencies in relation to evidence-informed physical therapy practice.
8. Demonstrate legal and ethical behavior consistent with professional standards.
9. Demonstrate sensitivity to individual and cultural differences when engaged in physical therapy practice.
10. Demonstrate professional behavior.

School of Rehabilitation Sciences

Track Coordinator Checklist

ACTIVITY	
Prior to start of semester:	
1.	REVIEW SYLLABI IN YOUR TRACK TO ENSURE THE FOLLOWING
	a. COURSE OBJECTIVES WITH ASSOCIATED SLO ARE PRESENT
	b. COURSE OBJECTIVES ARE STATED IN BEHAVIORAL TERMS, MEASURABLE AND REFLECT THE DEPTH AND BREADTH NEEDED TO MEET THE SLO
	c. VARIETY OF INSTRUCTIONAL METHODS ARE USED
	d. MEETS DEPARTMENT AND CAPTE EXPECTATIONS (STANDARD 6 & 7)
	e. VARIETY OF ASSESSMENT METHODS USED
2.	MAKE SURE COURSE BOOK ADOPTIONS HAVE BEEN MADE THROUGH THE AU BOOKSTORE
3.	REVIEW <i>PHYSICAL THERAPY DEPARTMENT ASSOCIATED FACULTY SEMESTER CHECKLIST</i> WITH NEW ASSOCIATED FACULTY AND REMIND EXPERIENCED ASSOCIATED FACULTY
4.	COACH THE ASSOCIATED FACULTY IN YOUR TRACK IN THEIR COURSE DEVELOPMENT AND PROFESSIONAL GROWTH USING RESOURCES SUCH AS THE NORMATIVE MODEL, GUIDE TO PT PRACTICE, GUIDE TO PROFESSIONAL CONDUCT, STANDARDS OF PT PRACTICE FOR PHYSICAL THERAPISTS. ALSO REMIND THEM OF THE ON-CAMPUS RESOURCES THAT YOU HAVE FOUND MOST BENEFICIAL, IE. COURSE "TUNE-UPS", LEARNING HUB RESOURCES.
5.	COACH THEM ON LEARNING HUB: MAKE SURE THEY UNDERSTAND HOW TO UPLOAD MATERIAL, USE THE GRADE BOOK, TAKE ATTENDANCE, ETC. CONTINUE TO ASSIST THEM WITH THEIR LEARNING HUB NEEDS OR REFER THEM TO DLIT
6.	EXPLAIN THAT ALL COURSE MATERIAL WILL BE UPLOADED TO LH. ONLY ABSOLUTELY NEEDED HARD COPIES WILL BE PRINTED. HARD COPIES TO BE PRINTED WILL BE SENT TO YOU, TRACK COORDINATOR.
7.	ASSIST IN DESIGNING EFFECTIVE TESTS AND MEASURES AS NEEDED
8.	REMIND THEM YOU ARE THERE TO PROVIDE INSTRUCTIONAL SUPPORT, COACHING, AND TO ASSIST THEM WITH ANYTHING THEY MAY NEED THROUGHOUT THE SEMESTER.
Beginning of semester:	
1.	INTRODUCE ASSOCIATED FACULTY (AND GUEST SPEAKERS AS NEEDED)
2.	MONITOR ALL CHANGES IN CURRICULUM, TEXTBOOK, METHODS, GUEST LECTURERS, OFF-SITE LABS, ETC. IN PREPARATION OF FORMAL CURRICULUM REVIEW REPORT.
3.	CHECK THE COURSES LH PAGE, SEE THAT MATERIALS ARE THERE, ETC.
During semester:	
1.	SIT IN ON A MINIMUM OF ONE LECTURE/LAB AND COMPLETE FACULTY PEER EVALUATION FORM AND PROVIDE A COPY TO THE EVALUATEE
2.	MONITOR THE CLASS'S GRADES, THE GRADE BOOK. DISCUSS WITH THE ASSOCIATED FACULTY THOSE STUDENTS THAT ARE NOT DOING WELL, PROVIDE COACHING IF NEEDED.
3.	PROVIDE COACHING AS NEEDED
End of semester:	
1.	ENSURE ALL COURSE MATERIALS HAVE BEEN DOWNLOADED TO THE CURRICULUM DRAWER. ASSIST ASSOCIATED FACULTY IN DOING A BULK DOWNLOAD FROM LH IF THEY NEED IT.
2.	CONSULT WITH TEACHER FOR EACH COURSE IN YOUR TRACK AND PROVIDE ANTICIPATED BUDGET NEEDS, FOR FUTURE COURSE, TO THE SCHOOL CHAIR.

School of Rehabilitation Sciences

Operations Assistant Faculty New Hire Checklist

INITIAL WHEN COMPLETE	ACTIVITY
	New hire paperwork (list various forms/steps)
	Complete for new hire:
	List serves
	Name plate on door
	Notify Todd re ID card building entrance
	Office supplies
	PAC code
	Schedule Library orientation (if desired)
	Telephone and long-distance code set-up
	Complete with new hire:
	Additional office supplies
	Birthday
	Building lock-up procedures / anatomy lab access
	Building safety
	Business cards
	Copier orientation
	Copy of building floor plan (when available)
	Department computer services orientation: put laptop reservations in calendar / check out and classroom set-up
	School telephone orientation
	Faculty computer workroom
	Rob Fuste
	Information Directory – the campus phone book – explain the sections and voice mail
	Keys
	Name tag
	Phone / phone list
	Supply Rooms

School of Rehabilitation Sciences: Faculty Semester Checklist

ACTIVITY	
Prior to start of semester:	
1.	<p>WORK WITH OPERATIONS ASSISTANT:</p> <ul style="list-style-type: none"> a. To GO OVER SEMESTER SCHEDULE. INCLUDE DAY/TIME FOR ANY GUEST LECTURERS IN THE SCHEDULE b. To MAKE SURE YOUR COURSE HOURS FOR LECTURES/LABS IS ADEQUATE FOR THE SEMESTER c. To PLAN FOR ANY DAY/TIME/ROOM CHANGES FOR UNIQUE CONTENT, I.E. EXTENDING LAB TIMES OR CANCELLING CLASSES
2.	<p>WORK WITH ADMINISTRATIVE ASSISTANT:</p> <ul style="list-style-type: none"> a. To ARRANGE FOR HIRING OF GUEST LECTURERS b. To DEVELOP ABBREVIATED RESUME OF GUEST LECTURERS c. To ENSURE PAYMENT OF GUEST LECTURERS
	<p>ORDER TEXTBOOKS VIA https://www.andrews.edu/employees/ (SELECT OPTION AIP (TEXTBOOK ADOPTION ENTRY)) BE SURE TO CHOOSE PTH (NOT PHTH) d. IF NO TEXTBOOK IS REQUIRED PLEASE ALSO EMAIL SWANSONC@ANDREWS.EDU WITH YOUR COURSE NAME AND # (IE PTH700 DOCTORAL COLLOQUIUM) AND STATE "NO TEXTBOOK REQUIRED"</p>
3.	<p>CREATE/UPDATE SYLLABI USING PT DEPARTMENT FORMAT: G:\FACULTY_CURRICULUM DRAWER\SYLLABI TEMPLATES</p> <ul style="list-style-type: none"> • 10-WEEK SEMESTER ("SHORT" SEMESTER) • 15-17 WEEK SEMESTER
4.	<p>UPLOAD UPDATED SYLLABI INTO I\UE AND PT G:DRIVE BEFORE SEMESTER BEGINS</p> <ul style="list-style-type: none"> a. SET UP LEARNING HUB – HELPFUL TIPS HTTPS://WWW.ANDREWS.EDU/DLITHELPDESK/KB/FAQ.PHP?CID=1
5.	<p>SCHEDULE PEER EVAL OBSERVATION WITH YOUR ASSIGNED EVALUATEE (ASSIGNMENT LIST WITH ADMIN ASSISTANT) TEACHING EVALUATION\PEER EVALUATION SCHEDULE.docx</p>
6.	<p>POST OFFICE HOURS WHEN YOU WILL BE AVAILABLE TO STUDENTS. (MINIMUM OF 4 HOURS A WEEK WHEN STUDENTS ARE NOT IN CLASS)</p>
Beginning of semester:	
1.	PLACE A COPY OF UPDATED SYLLABI INTO THE CURRICULUM DRAWER IN PROGRAM OFFICE OR G DRIVE G:\FACULTY_CURRICULUM DRAWER
2.	EQUIPMENT SUCH AS DEPT LAPTOPS MUST BE RESERVED AND CHECKED OUT WITH ADMIN ASSISTANT.
3.	IF THERE HAS TO BE ANY SCHEDULE/ROOM CHANGES IT MUST BE ARRANGED BY THE OPS ASSISTANT.
4.	DISCUSS ACADEMIC INTEGRITY POLICY AND WHAT THAT LOOKS LIKE IN YOUR CLASS.
5.	IF A STUDENT IS STRUGGLING AT ANY TIME DURING THE SEMESTER, MAKE AN APPOINTMENT TO MEET WITH THEM INDIVIDUALLY TO TUTOR OR COACH THEM. COMPLETE AND SUBMIT STUDENT CONTACT FORM.
Mid-term exams:	
1.	MEET WITH ANY STUDENT WHO IS STRUGGLING, AND COMPLETE AND SUBMIT A STUDENT CONTACT FORM.
2.	SUBMIT MID-TERM GRADES ONLINE IN BANNER BY DUE DATE (APPLIES DURING PT-1 AND PT-2)
3.	REMIND STUDENTS TO COMPLETE MID-TERM COURSE EVALUATION
4.	BE PREPARED FOR GRADE PREVIEW DURING PT FACULTY COUNCIL
End of semester:	
a.	PREPARE FOR PTFC GRADE PREVIEW TUESDAY PRIOR TO FINALS & GRADE REVIEW THE TUESDAY FOLLOWING FINALS
b.	<p>SUBMIT GRADES ONLINE IN BANNER BY DUE DATE</p> <p>HTTPS://VAULT.ANDREWS.EDU/VAULT/GOTO/SECURE/STUDENTSUCCESS/APPS/FS/DETERMINE/ROLE</p> <ul style="list-style-type: none"> ➤ REGISTRAR -> GRADE SUBMISSION -> SUBMIT FINAL GRADES ->SELECT CLASS ->SELECT GRADES -> SUBMIT FINAL GRADES <p>*PLEASE DO NOT GIVE DGs RATHER CONSULT WITH THE PROGRAM DIRECTOR IF STUDENT HAS EARNED AN INCOMPLETE.*</p>
c.	PLACE DOCUMENTS INTO THE CURRICULUM DRAWER (G DRIVE IF NOT HARD COPY)G:\FACULTY_CURRICULUM DRAWER : FINAL GRADES, ANY HANDOUTS, ORIGINALS OF TESTS AND EXAMS, SAMPLES OF ASSIGNMENTS
d.	<p>SIGN-OFF THE CURRICULUM DRAWER CHECKLIST IN PROGRAM OFFICE</p> <p>IF YOU PREFER YOU CAN BULK DOWNLOAD EVERYTHING FROM THE LEARNING HUB (INSTRUCTIONS HERE HTTPS://WWW.ANDREWS.EDU/DLITHELPDESK/KB/FAQ.PHP?ID=331)</p>
<p>GRADE CHANGE PRACTICES:</p> <p>DG & I (INCOMPLETE GRADE) CHANGE ONLINE; LETTER GRADE CHANGE: COMPLETE FORM, MEET WITH CHAIR</p>	

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School of Rehabilitation Sciences

Associated Faculty Semester Checklist

ACTIVITY	
Prior to start of semester:	
1.	<p>WORK WITH TRACK COORDINATOR</p> <ul style="list-style-type: none"> a. TO ORDER SAMPLE OF TEXTBOOKS AND/OR TEACHER DESK COPIES b. TO SETUP AND ORGANIZE THE COURSE'S LEARNING HUB PAGE, HAVE ALL MATERIALS UPLOADED AND READY FOR THE SEMESTER. c. ALL COURSE MATERIALS WILL BE ON LEARNING HUB. ONLY ABSOLUTELY NEEDED HARD COPIES WILL BE SENT TO TRACK COORDINATOR TO BE PRINTED.
2.	<p>WORK WITH OPERATIONS ASSISTANT (KIRSTEN BALDWIN PTOPSASST@ANDREWS.EDU)</p> <ul style="list-style-type: none"> a. TO DEVELOP SEMESTER CLASS SCHEDULE INCLUDING DAY/TIME FOR ANY GUEST LECTURERS IN THE SCHEDULE b. TO ORDER ANY NECESSARY SUPPLIES
3.	<p>WORK WITH ADMINISTRATION ASSISTANT (HEATHER TRUTWEIN TRUTWEIN@ANDREWS.EDU):</p> <ul style="list-style-type: none"> a. TO COMPLETE YOUR HIRE PAPERWORK- CONTRACT, W9, UPDATED CV ETC. b. TO ARRANGE FOR HIRING OF GUEST LECTURERS & LAB SUBJECTS c. TO ACQUIRE ABBREVIATED RESUME OF GUEST LECTURERS d. TO SUBMIT YOUR UPDATED CV ANNUALLY
4.	<p>COURSE TEXTBOOKS SHOULD BE ADOPTED THROUGH AU BOOKSTORE; CONTACT TRACK COORDINATOR FOR ASSISTANCE AS THIS IS AN ITEM THAT FREQUENTLY CHANGES.</p> <p>ORDER TEXTBOOKS: VIA ORDER TEXTBOOKS VIA https://www.andrews.edu/employees/ (SELECT OPTION AIP (TEXTBOOK ADOPTION ENTRY))</p> <p>BE SURE TO CHOOSE PTH (NOT PHTH)</p> <p>IF NO TEXTBOOK IS REQUIRED PLEASE ALSO EMAIL SWANSONC@ANDREWS.EDU (CC TRACK COORDINATOR) WITH YOUR COURSE NAME AND # (IE PTH612 ORTHO II LAB) AND STATE "NO TEXTBOOK REQUIRED". PLEASE NOTE YOU NEED TO DO THIS IF THERE IS NOT TEXT FOR LABS TOO.</p>
5.	<p>CREATE/UPDATE SYLLABI USING DPT FORMAT:</p> <ul style="list-style-type: none"> • 10-WEEK SEMESTER ("SHORT" SEMESTER) OR 15-17 WEEK SEMESTER
6.	<p>COURSE SYLLABI- EMAIL PTOPSASST@ANDREWS.EDU COURSE SYLLABI AND UPLOAD UPDATED SYLLABI INTO IVUE</p> <p>HTTPS://VAULT.ANDREWS.EDU/VAULT/GOTO/SECURE/STUDENTSUCCESS/APPS/FS/DETERMINE/ROLE</p> <p>➤MANAGE SYLLABI ->SELECT TERM ->UPLOAD->CHOOSE FILE->SUBMIT</p>
7.	<p>LEARNING HUB HELP – DLIT@ANDREWS.EDU</p>
Beginning/during semester:	
1.	EQUIPMENT SUCH AS DEPT LAPTOPS MUST BE RESERVED AND CHECKED OUT WITH ADMIN ASSISTANT.
2.	IF THERE HAS TO BE ANY SCHEDULE/ROOM CHANGES IT MUST BE ARRANGED BY THE OPS ASSISTANT.
Mid-term:	
1.	<p>MEET WITH ANY STUDENT WHO IS STRUGGLING, COMPLETE & SUBMIT A STUDENT CONTACT FORM.</p> <ul style="list-style-type: none"> a. FOR WRITING ISSUES PLEASE HAVE THE STUDENT CONTACT THE WRITING CENTER IN NETHERY HALL AND TELL THEM THEY ARE A GRADUATE STUDENT IN CHHS.
2.	SUBMIT MID-TERM GRADES ONLINE IN BANNER BY DUE DATE (APPLIES DURING PT-1 AND PT-2)
3.	FEEL FREE TO JOIN US AT PT FACULTY COUNCIL THE TUESDAY AFTER MIDTERMS 1230-130PM TO DISCUSS ANY CONCERNS. PLEASE EMAIL KIM FERREIRA IF YOU ARE JOINING US.
End of semester:	
1.	STORE WORKING COPY OF GRADES ONLINE IN VAULT/BANNER BEFORE DUE DATE AND ALERT YOUR TRACK COORDINATOR FACULTY OR KIM FERREIRA TO REVIEW BEFORE SUBMISSION

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	<p>HTTPS://VAULT.ANDREWS.EDU/VAULT/GOTO/SECURE/STUDENTSUCCESS/APPS/FS/DETERMINE/ROLE ➤ REGISTRAR -> GRADE SUBMISSION -> SUBMIT FINAL GRADES ->SELECT CLASS ->SELECT GRADES -> SUBMIT FINAL GRADES</p> <p>*PLEASE DO NOT GIVE LESS THAN A C+ OR INCOMPLETES WITHOUT FIRST CONSULTING THE PROGRAM DIRECTOR (KIM FERREIRA) OR STUDENT SUCCESS COORDINATOR (RYAN ORRISON).*</p> <p>2. EMAIL TRACK COORDINATOR AN ELECTRONIC COPY OF THE SUBMITTED GRADES TO BE SAVED IN G DRIVE</p>
	<p>3. ENSURE ALL COURSE MATERIALS HAVE BEEN SUBMITTED TO TRACK COORDINATOR (CC OPS ASSISTANT) FOR THE CURRICULUM DRAWER:</p> <ol style="list-style-type: none"> FINAL GRADES ANY HANDOUTS, ORIGINALS OF TESTS AND EXAMS, SAMPLES OF ASSIGNMENTS <p>YOU CAN BULK DOWNLOAD EVERYTHING FROM THE LEARNING HUB- INSTRUCTIONS HERE HTTPS://WWW.ANDREWS.EDU/DLITHELPDESK/KB/FAQ.PHP?ID=331</p>
	<p>AS NEEDED- GRADE CHANGE PRACTICES:</p> <ol style="list-style-type: none"> DG (DEFERRED GRADE) AND INC (INCOMPLETE GRADE) CHANGED ONLINE LETTER GRADE CHANGE – COMPLETE FORM, MEET WITH CHAIR

1. CLASSROOM MANAGEMENT- THIS IS A BIG ONE. SOME OF YOU HAVE GREAT COMMAND OF THE CLASSROOM, SOME OF YOU ARE STILL LEARNING HOW TO KEEP COMMAND OR ARE NEW. WE ARE FINDING IT MORE AND MORE CHALLENGING WITH THIS DISTRACTED GENERATION. FOLLOWING ARE A FEW TIPS:

- a. FIRST CLASS PERIOD OF THE SEMESTER- CLEARLY STATE (VERBALLY) WHAT YOUR EXPECTATIONS ARE REGARDING USE OF ELECTRONICS, TALKING, ATTENDANCE, TARDINESS, HOW THEY SHOULD ADDRESS YOU (MY PREFERENCE IS DR. AS APPROPRIATE OR PROFESSOR NAME). YOU SET THE TONE FOR THEIR RESPECT FROM THE BEGINNING
- b. KEEP THEM ENGAGED- ASK QUESTIONS, BE COMFORTABLE WITH SILENCE UNTIL THEY ANSWER OR CALL ON STUDENTS RANDOMLY. ONE TEACHER LAST SEMESTER ALWAYS GAVE A 2 QUESTIONS QUIZ AT THE START OF A 730AM CLASS AND THEN HE KEPT THE STACK OF QUIZZES IN HAND AND RANDOMLY DREW THEM AND ASKED THAT STUDENT WHATEVER QUESTION HE WAS ASKING DURING THE LECTURE AT THAT POINT. THE QUIZ THEN WENT BACK INTO THE STACK SO THE STUDENTS WERE NEVER "OFF THE HOOK". ONE KEY I NOTED WAS THAT HE MADE IT SAFE FOR THEM TO BE WRONG AND TURNED WRONG ANSWERS INTO A LEARNING EXPERIENCE. THIS GENERATION HAS A MUCH SHORTER ATTENTION SPAN THAN WE DO, THEY DON'T WANT TO JUST BE LECTURED TO.
- c. HOLD THEM ACCOUNTABLE WHEN THEY BREAK YOUR CLASSROOM RULES, EVEN IF IT MAKES YOU FEEL LIKE THE BAD GUY/GAL. THEY WILL RESPECT YOU MORE.
- d. USE THE STUDENT CONTACT FORM
- e. TALK TO ME OR YOUR FACULTY TRACK COORDINATOR IF THERE ARE BEHAVIOR PROBLEMS YOU CANNOT FIX ON YOUR OWN.
- f. MAKE THEIR TESTS A LEARNING EXPERIENCE BY REVIEWING THEM ONCE YOU HAVE THEM GRADED. LISTEN TO ANY OBJECTIONS AND SAY YOU WILL CONSIDER THEM (THAT DOESN'T MEAN YOU NEED TO CHANGE THEM). IF YOU WANT THEM TO REVIEW THEIR ACTUAL TEST OUTSIDE OF CLASSROOM HOURS KIRSTEN CAN KEEP THEM AND ALLOW THEM TO REVIEW THEM IN THE STUDENT LOBBY WITH SUPERVISION.

DPT HANDBOOK, SCHEDULES, CURRICULUM OUTLINE ETC

[HTTPS://WWW.ANDREWS.EDU/SHP/PT/ENTRY-LEVEL/DPT_RESOURCES_STUDEN.HTML](https://www.andrews.edu/shp/pt/entry-level/dpt_resources_studen.html)

PT POLICY MANUAL AND ASSOCIATED FACULTY HANDBOOK

[HTTPS://WWW.ANDREWS.EDU/SHP/PT/ENTRY-LEVEL/DPT_RESOURCES_FACULT.HTML](https://www.andrews.edu/shp/pt/entry-level/dpt_resources_facult.html)

HELPFUL RESOURCES FOR ADJUNCT FACULTY

[HTTPS://WWW.ANDREWS.EDU/DISTANCE/DLIT/PROSPECTIVE-ADJUNCT-FACULTY.HTML](https://www.andrews.edu/distance/dlit/prospective-adjunct-faculty.html)

PROFESSIONAL DEVELOPMENT

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TRAVEL AUTHORIZATION FORM

TRAVEL PLANS MUST BE AUTHORIZED BY THE REQUIRED SIGNATURES BELOW PRIOR TO MAKING ANY TRAVEL ARRANGEMENTS.

TRAVELER INFORMATION	
NAME:	
ID #:	
DEPARTMENT:	
<input type="checkbox"/> EMPLOYEE <input type="checkbox"/> STUDENT <input type="checkbox"/> OTHER:	

BUSINESS PURPOSE	
PURPOSE:	

TRAVEL DETAILS		
LOCATION (CITY, STATE, COUNTRY):		<small>*ATTACH ITINERARY IF MULTIPLE LOCATIONS</small>
ESTIMATE OF EXPENSES	SUPPORTING DOCUMENTATION (IF APPLICABLE)	TRAVEL DATE: _____ to _____
AIR TRAVEL \$ _____	<input type="checkbox"/> (Document upload)	
GROUND TRAVEL _____	<input type="checkbox"/> (Document upload)	
LODGING _____	<input type="checkbox"/> (Document upload)	
PER DIEM _____	<input type="checkbox"/> (Document upload)	
OTHER _____	<input type="checkbox"/> (Document upload)	
TOTAL \$ _____		

PROVISIONS	
BUDGET: <input type="checkbox"/> BUDGETED <input type="checkbox"/> NOT BUDGETED AU ACCOUNT # TO BE CHARGED: _____ <small>FUND-ORG-ACCT-PRDG-ACTIVITY</small> _____ <small>FUND-ORG-ACCT-PRDG-ACTIVITY</small> _____ <input type="checkbox"/> EXPENSE COVERED BY OUTSIDE ORGANIZATION NAME OF ORG: _____ STATUS: <input type="checkbox"/> PAYMENT RECEIVED <input type="checkbox"/> BILL SENT <input type="checkbox"/> ACTION NEEDED	WORK: <input type="checkbox"/> THIS TRAVEL WILL NOT AFFECT MY WORK/SCHEDULE <input type="checkbox"/> THIS TRAVEL WILL AFFECT MY WORK AND I HAVE DISCUSSED THIS WITH MY DEPARTMENT SUPERVISOR AND MADE SATISFACTORY ARRANGEMENTS

TRAVEL AUTHORIZATION AND FUNDING APPROVAL		
TRAVELER	NAME _____	SIGNATURE _____
AUTHORIZED SUPERVISOR	NAME _____	SIGNATURE _____

Sample Client/Patient Agreement Form

ANDREWS UNIVERSITY DEPARTMENT OF PHYSICAL THERAPY

Doctor of Physical Therapy Program

**Client/Patient Assumption of Risk, Release, Indemnification,
and Hold Harmless Agreement**

By signing below, I signify my understanding and agreement that the primary goal of the Physical Therapy Education Program of Andrews University is to graduate students who have acquired both the knowledge and skill needed to treat clients competently and safely. I understand that this knowledge and these skills are developed and refined through a variety of learning experiences. I further understand that I will be participating as a practice patient/client for physical therapy students and agree that any benefit I receive is secondary to the educational experience for the student. The physical therapy students providing services to me will be supervised by a licensed physical therapist.

I acknowledge that my participation in this educational experience as a practice patient/client involves certain risks, some of which I may not fully appreciate. I accept and voluntarily incur all risks of any injury, disability, death, loss, damage, or other harm arising or resulting from my participation as a practice patient/client.

I, for myself and on behalf of my heirs and assigns, hereby release, indemnify, and hold harmless Andrews University, its trustees, officers, employees, students, insurers, and agents from and against any and all liability, injury, disability, death, loss, or damage that I may suffer as a result of my voluntary participation as a practice patient/client in this educational experience. I understand that I will not be asked to pay for any physical therapist services received during the course.

Date: _____

Client's Signature

Witness

Client's Printed Name

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Sample Student Contact Form

SRS Core Faculty and Staff | Student Contact Form 2024 | Microsoft Teams



Student Contact Form

The purpose of this form is to document a conversation between a faculty member and a DPT student, in order to facilitate that student's academic and professional development. This record is also used to assess the student's progress in relation to the Professional Behaviors policy.

1. Core, adjunct, or associated faculty may initiate and complete the form.
2. The reason for, details of the meeting, and any required course of action are documented.
3. Any documentation will be copied to the student and their academic advisor.
4. The faculty member will confer with the department chair if performance of behavior is clearly below the expectations of policy.
5. The faculty member forwards the completed form to the administrative assistant.

Commitment to Learning / Use of Feedback

The ability to self-assess, self-correct and self-direct; identify needs and sources of learning; continually seek new knowledge and understanding. The ability to identify sources of and seek out feedback; to effectively use and provide feedback for improving interpersonal interaction.

Interpersonal Skills / Communication Skills

The ability to interact effectively with patients, families, colleagues, other healthcare professionals and the community; deal effectively with cultural or ethnic diversity issues. The ability to communicate effectively (speaking, body language, reading, writing, listening) for varied audiences and purposes.

Effective use of Time and Resources / Stress Management

The ability to obtain the maximum benefit from a minimum investment of time and resources. The ability to identify sources of stress and to develop effective coping behaviors.

Problem-Solving / Critical Thinking

The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes. The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, illusions, assumptions; distinguish the relevant from the irrelevant.

Professionalism / Responsibility

The ability to exhibit appropriate professional conduct and to represent the profession effectively (attitude, demeanor, and appearance appropriate for health care setting). The ability to fulfill commitments and be accountable for actions and outcomes.

PT Department Core Values

Exemplify Christian values through:

Family Spirit

- Advocate for the vulnerable
- Maintain a safe environment
- Work together
- Take responsibility
- Be accountable
- Have fun

Servant Heart


- Live prayerfully
- Lead selflessly
- Listen deeply
- Display compassion
- Model humility
- Show respect

Inquisitive Mind

- Desire life-long learning
- Ask relevant questions
- Integrate knowledge into practice
- Remain contemporary
- Display intellectual courage
- Analyze, produce & apply evidence-based practice

Effective: 2018

Student Contact Form

Student name			
Date of occurrence			
Meeting date			
Academic advisor name			
Faculty name <i>(Use electronic signature)</i>			
Semester of program			
Course number/name			
Professional <i>Click on box(es) to select area(s) of concern</i>	<input type="checkbox"/>	Commitment to Learning / Use of Feedback	
	<input type="checkbox"/>	Interpersonal Skills / Communication Skills	
	<input type="checkbox"/>	Effective use of Time & Resources / Stress Management	
	<input type="checkbox"/>	Problem Solving / Critical Thinking	
	<input type="checkbox"/>	Professionalism / Responsibility	
	<input type="checkbox"/>	Core Values	
Academic <i>Click on box(es) to select area(s) of concern</i>	<input type="checkbox"/>	Class Attendance	
	<input type="checkbox"/>	Absent from Examinations	
	<input type="checkbox"/>	Low Scores on Examinations	
	<input type="checkbox"/>	Missing Assignments	
	<input type="checkbox"/>	Late / Incomplete Assignments	
	<input type="checkbox"/>	Low Scores on Assignments	
	<input type="checkbox"/>	Other _____	
Meeting details			
STUDENT Planned course of action/follow-up <i>Click on box(es) to select action(s)</i>	<input type="checkbox"/>	Meet with instructor	by (date) _____
	<input type="checkbox"/>	Meet with academic advisor	by (date) _____
	<input type="checkbox"/>	Meet with department chair	by (date) _____
	<input type="checkbox"/>	No action required	
	<input type="checkbox"/>	Other _____	
FACULTY Planned course of action/follow-up			
Distribution <i>Office Use Only</i>	Student Academic advisor Course instructor Department chair		

Sample Student Course Evaluation with Lab (on next page)

Midterm Course Evaluation

This evaluation is designed to give midterm feedback regarding to the instructor of this course that will enhance the teaching and learning process. Thank you for taking time to provide this vital feedback.

Your Name:

Including your name will allow the instructor to personally address your learning needs and it gives you an opportunity to practice professional constructive feedback.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
1. The course materials are organized in a way that is easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The course material is presented in a way that is engaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The course material is presented in a way that is understandable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. So far in the class, I have found it easy to understand what to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I am receiving sufficient feedback and comments from my instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I feel that my instructor engages me in the classroom/lab.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. The following is hindering my learning:

8. The following is facilitating my learning:

9. How many hours per week, on average, are you spending on this class?

10. Additional Comments:

Close Window

Lab:

Midterm Course Evaluation

This evaluation is designed to give midterm feedback regarding to the instructor of this course that will enhance the teaching and learning process. Thank you for taking time to provide this vital feedback.

Your Name:

Including your name will allow the instructor to personally address your learning needs and it gives you an opportunity to practice professional constructive feedback.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
1. The course materials are organized in a way that is easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The course material is presented in a way that is engaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The course material is presented in a way that is understandable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. So far in the class, I have found it easy to understand what to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I am receiving sufficient feedback and comments from my instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I feel that my instructor engages me in the classroom/lab.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. The following is hindering my learning:

8. The following is facilitating my learning:

9. How many hours per week, on average, are you spending on this class?

10. Additional Comments:

Close Window

Sample Peer Evaluation Form

[Link to Formative Dialogue Resources](#)

CAMPUS MAP | Andrews University



AA	Andrews Academy	BUL	Buller Hall (Behavioral Sciences, History & Political Science, International Languages & Global Studies, Religion & Biblical Languages, Research & Creative Scholarship)	HORN	Horn Archaeological Museum
AAP	Andrews Airpark (Aviation, Seamount Building, Tucker Building)	BURM	Burman Hall (Men's Residence)	HPAC	Howard Performing Arts Center (Howard Center, WAUS)
ACW	Andreason Center for Wellness (Athletics, Pool, Wellness)	CC	Campus Center (Campus & Student Life, Campus Ministries, Dining Services, Student Activities & Involvement, Undergraduate Leadership, Wilton Mutch Recreation Center)	HYH	Haughey Hall (Computing, Mathematics, Physics)
AD	Administration Building (Academic Records, Diversity & Inclusion, Marketing & Enrollment Management, Graduate Studies, International Student Services & Programs, President, Provost, Student Financial Services)	CSH	Chan Shun Hall (Accounting, Economics & Finance, Management, Mgt. & Info Systems)	HH	Hailerz Hall (Chemistry & Biochemistry, Medical Laboratory Sciences)
ADC	Art & Design Center	CUST	Custodial Services	IPA	Institute for Prevention of Addictions
AEC	Agriculture Education Center	DH	Damazo Hall (Women's Residence)	IS	Information Services (AM, ITS, Telecom)
AG	Agriculture (Greenhouse)	FHH	Forsyth Honors House	JGYM	Johnson Gym (Center for Innovation & Entrepreneurship)
AH	Alumni House	GAG	Garland Apts G (University Apartments)	JWL	James White Library
ARB	Arboretum/Grounds	GH-A	Griggs Hall-A (University Communication)	KPC	Korean Prayer Center
ARCH	Architecture	GH-B	Griggs Hall-B (Adviser Learning Community, Development, Griggs International Academy, GH-Campus Programs, Planned Giving & Trust Services, School of Distance Education, College of Education & International Services)	LH	Lamson Hall (Women's Residence)
AV	Appia Valley Market	HAR	Hamigan Hall (CHAHS Dean's Office Engineering Imaging Services, Lihof Tech, Photography)	MEIER	Meier Hall (Men's Residence)
BGYM	Basky Gym (Gymnastics)	HML	Hamel Hall (Music)	MSH	Marsh Hall (Crayon Box, School of Population Health, Nutrition & Wellness, School of Nursing)
BH	Bell Hall (Counseling & Testing Center, Graduate Psychology & Counseling Leadership, Teaching Learning & Curriculum, School of Communication Sciences & Disorders)			NH	Nerthey Hall (Andrews Care Experience, English, Explore Andrews, Honors, Intensive English, School of Social Work, Student Success Center, Visual/ART Communication & Design, Writing Center)

Security Gate
 Parking passes are required. Please pick up your free visitor parking pass at the Office of Campus Safety.

SRS Course Descriptions:

Courses for OTD Program:

[OTD Course Descriptions](#)

Courses for DScOT Program:

[DScOT Course Descriptions](#)

Courses for DPT Program:

[DPT Course Descriptions](#)

Courses for Postprofessional DPT:

[Postprofessional DPT Course Descriptions](#)

Courses for DScPT Program:

[DScPT Course Descriptions](#)

All coursework (lectures and laboratories) scheduled for each semester must be successfully completed prior to advancing to the next semester.

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