



**Doctor of Science in Physical Therapy  
(DScPT)  
Handbook**

**2024-2025**

**School of Rehabilitation Sciences  
Berrien Springs, Michigan 49104  
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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, as well as 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, 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. As 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 several 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.)<sup>1</sup>

The DPT program is also fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) to offer a 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 Postprofessional Director, if you have questions relating to this handbook or the School of Rehabilitation Sciences here at Andrews University.

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<sup>1</sup> 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, Vietnam, and the 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. <sup>2</sup>

### 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 developments
- 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 (CHHS) Mission

To provide excellence in education for health care professions that fosters collaboration, research, and service within a Christ-centered environment.

## 1.3 School Vision Statement

Uniting Christianity with Healthcare Education.<sup>3</sup>

## 1.4 Program Mission

To empower physical therapists to become expert leaders in physical therapy practice, scholarship and education.

## 1.5 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

### INQUISTIVE MIND

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

<sup>2</sup> 2019-2020 Andrews University Bulletin, Vol. 108, p. 98

<sup>3</sup> 2019-2020 Andrews University Bulletin, Vol. 108, p. 250

## **1.6 Statement of Philosophy**

The DScPT program affirms the mission and values of Andrews University and the College of Health and Human Services in its desire to educate professionals for generous service to others with a faithful witness to Christ.

The Andrews University School of Rehabilitation Sciences 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.

### **1.6.1 The DScPT Curriculum Plan Philosophy**

The student's comprehensive physical therapy professional education background provides a base for the DScPT curriculum's clinical sciences and research and leadership. Their clinical experience as a physical therapist also helps students integrate their knowledge into the academic and clinical environments, and their community.

The Doctor of Science in Physical Therapy (DScPT) degree represents the highest clinical specialty doctorate in the world. This unique degree is designed to enhance the skills of the physical therapist clinician and educator. Working with our partner ASPIRE OMT, and respecting the importance of fundamental principles of orthopedic manual therapy, each graduate will be recognized as a Certified Orthopedic Manual Therapist (COMT).

In addition to the COMT, the student will choose a concentration in Higher Education Teaching, Orthopedic Manual Therapy, or Women's Health. 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 OMT provides students the opportunity to gain the designation of SMT (Spinal Manipulative Therapist) and be ready to practice as a master clinician. The Women's Health concentration prepares the student to meet the underserved, complex physical therapy needs of women.

The DScPT curriculum is designed to encourage collaborative attitudes while fostering independent learning. The DScPT 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.

### **1.6.2 The DScPT Graduate Philosophy**

Graduates of the Doctor of Science in 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 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.

### 1.7 General Program Objectives

DScPT graduates have the requisite knowledge and skills to practice autonomously and provide contemporary evidenced-based service throughout the continuum of care. They will be the practitioner of choice for health networks and provide culturally sensitive care distinguished by trust, respect, and an appreciation for spirituality in healthcare. In addition to these skills, DScPT graduates will serve as Orthopedic Manual Therapy Clinical Specialists or Women's Health specialists in physical therapy practice settings, community healthcare networks and/or as faculty prepared to teach in academic settings.

### 1.8 DScPT Program Objectives

Graduates of the DScPT Program will meet all of the objectives as listed above. In addition, the DScPT graduates will:

1. Possess the critical inquiry skills necessary to evaluate professional knowledge and competencies in relation to evidence-based physical therapy practice
2. Be an active contributor to the body of knowledge regarding evidenced base practice, clinical research and/or publishable quality case studies.
3. Function as a direct access provider of physical therapy care with advanced clinical skills.
4. Possess the leadership skills necessary to serve as a leader in their physical therapy academic and/or practice setting, and community healthcare network.
5. Value the capabilities of other health care providers and possess the critical thinking skills necessary to determine the need for referral to those individuals.
6. Participate in the advancement of physical therapy at the community, state, or national level.
7. DScPT graduates with a concentration in **Higher Education Teaching** will also:
  - Apply principles of effective teaching in course and lesson design for all learners.
  - Demonstrate understanding of faculty responsibilities, including service, in various institutional settings.
  - Demonstrate an understanding of the role of accreditation in higher education.
  - Create professional portfolio including individual faculty components required for accreditation.
8. DScPT graduates with a concentration in **Orthopedic Manual Therapy** will also:
  - Attain nationally recognized certification in orthopedic manual and manipulative physical therapy.
  - Be prepared to serve as an orthopedic clinical specialist in their physical therapy practice setting and community healthcare network as well as faculty in entry-level physical therapist education programs.

9. DScPT graduates with a concentration in **Women's Health** will also:
  - Serve as a women's health clinical specialist and/or women's health clinical specialist educator in their physical therapy practice setting, community healthcare network, global healthcare community, and in entry-level physical therapist programs.
  - Demonstrate and execute leadership in women's health within organizations and institutions, including identifying and strategically addressing individual and population level women's health needs.

### **1.9 Student Technical Standards of Performance**

The intent of the DScPT program is to graduate individuals who are prepared for all responsibilities and privileges of autonomous physical therapy practice. To function at this 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 DScPT program:

#### **1.9.1 Psychomotor Skills**

1. Get to lecture, lab, and clinical locations, and 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+ lbs.)
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 10-100 lbs.)
10. Competently perform and supervise cardiopulmonary resuscitation (C.P.R.) 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, and 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.

### **1.9.2 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 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, in a timely manner and consistent with the acceptable norms of clinical settings.

### **1.9.3 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 or 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 will all members of the health care team.

#### **1.9.4 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/or clinical assignments.
3. Demonstrate appropriate affective behaviors and mental attitudes in order to not 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 following 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/or 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 of this handbook.

## 2. OPERATIONS

### 2.1 Faculty & Staff

#### **STAFF**

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### 2.1.1 Postprofessional Operations Coordinator & Advisor

The Postprofessional Operations Coordinator and Advisor is primarily responsible to the Program Director. Duties include:

- Processes admissions for the Distance and On-Campus Postprofessional Programs
- Advises students in matters of admissions, academic plans, registration and graduation
- Assists the Program Director with setting up continuing education courses on campus
- Coordinates the Marketing Plan for each year.

## 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 Post Professional 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 departmental policies and procedures as well as college and university policies and procedures.

The manual in its entirety is reviewed annually by the Post Professional Program core faculty.

### 2.2.1 Purposes 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, director, academic faculty and staff, and the students.
- To guide the faculty, staff and students in the behaviors.
- To further the mission and goals of the department.

### 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 also available through the School of Rehabilitation Sciences office.

- Associated Faculty Handbook
- Dissertation Project Handbook

### 2.3 Individual Rights and Safety

Safety, the right to privacy, confidentiality and informed consent apply to any individual involved with the Physical Therapy educational process, including, but not limited to students, faculty, staff, and visitors to the program, human subjects for classroom demonstration or research, and clients interacting with students at clinical facilities. Information on the university policies concerning confidentiality may be obtained from the Andrews University Student Handbook.

In compliance with the Family Educational Rights and Privacy Act (FERPA), the federal law that governs release of and access to student education records, Andrews University grants the rights outlined within the Act to our students. For more information, please see the Andrews University Student Handbook section on [FERPA](#).

Due to FERPA, University Faculty and Staff are unable to share confidential information with anyone other than the student unless the student has given specific permission for a third-party to receive information. This can be done through your iVue by selecting 'Manage FERPA Contacts' and adding them as a 'New Contact'.

### 2.4 Students Rights and Responsibilities

All Postprofessional Physical Therapy students are 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 through the Student Life Office and [online](#).

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. This section only briefly introduces the reader to some of these rights. For more specific information, see the Andrews University Student Handbook.

### 2.5 Risk Situations

If a situation shows a potential personal risk to the student (or her unborn child, if applicable) the school chair will review known potential risk with the student.

#### 2.5.1 Withdrawal

If the student chooses to withdrawal from the program until the situation clears, the University & School Policies will be followed for exiting and reentering the program (the Physical Therapy Faculty Council reviews these situations). A statement from the student's physician will be necessary to document the reasons for withdrawal due to medical reasons.

#### 2.5.2 Informed Consent

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

- Furnish a signed statement from the student's physician. This document will indicate the physician's recommendation(s) with any noted comments or limitations.
- 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 and is obtained from the Postprofessional Operations Coordinator.
- 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 program director. 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.
- **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 Program Director.**

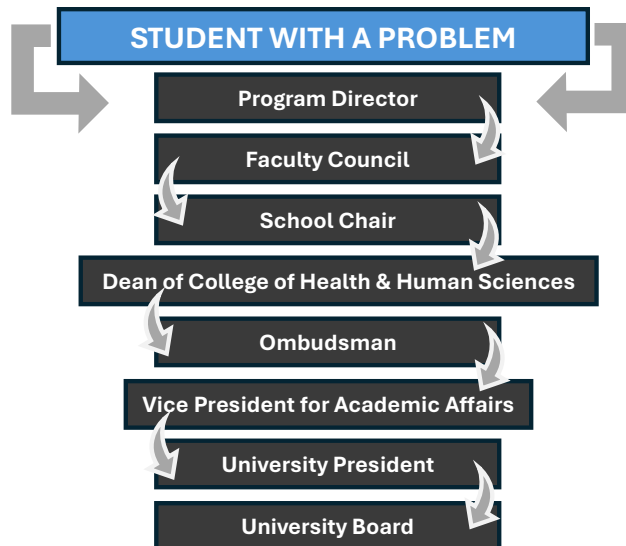
## 2.6 General Complaint Procedures

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 asked to submit their concern in writing. 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 and Health and Human Services.

## 2.7 Student Problem Resolution

Several things should be noted:

1. It is hoped that the problem will be solved 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 program administrator. If possible, the administrator 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 Office of the University President.
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.



## **2.8 Student Grievance Procedure**

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.

For complaints/concerns about **a particular individual** (faculty, staff, or student), we follow the principles in Matthew 18:15-20. Therefore, the individual should be addressed 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. It is inappropriate and unprofessional to slander or libel in any format or platform (i.e., social media).

## **2.9 Discrimination and Harassment (including Sexual Harassment)**

Students should contact their faculty advisor, Program Director, School Chair, CHHS Dean, Provost, 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).

## **2.10 Right to Ombudsperson**

The Office of the Ombudspersons is a confidential, independent, and neutral dispute resolution service for the university community. As such, it facilitates understanding, communication, and resolution of conflict among students, faculty, and staff. The office serves as an impartial and confidential means of facilitating dialogue between parties on campus and as a means, apart from formal grievance procedures, of resolving differences. 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.<sup>4</sup>

## **2.11 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: <http://www.os.dhhs.gov>). 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.

## **2.12 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 Manager 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 are under the oversight of the Andrews University Institutional Review Board (IRB). Prior to research with human subjects, a

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<sup>4</sup> Andrews University Working Policy 2:166

research proposal and application must be submitted to the IRB, in keeping with federal guidelines. Subject information is confidential and must be properly protected.

### **2.13 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.<sup>5</sup>

### **2.14 Personal Safety**

Faculty, staff and students should follow Universal Precautions and COVID-19 Precautions, as identified by the [Centers for Disease Control](#), when there is the possibility of contact with body fluids or potential contaminant.

### **2.15 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. The university's risk manager is 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 department.<sup>6</sup>

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.

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

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

### **2.17 Personal Electronic Use**

Screen use can interfere with the establishment of a productive learning environment. Therefore, cell phones, iPod, laptop computers, calculators or any other electronic devices may only be used during lecture or lab if specifically indicated by the instructor. Professionalism is expected. Students are expected to do their part to maintain a class environment of respect and civility. This includes refraining from texting, non-class computer use, or other disruptive behaviors with electronics. Audio and Video recording of class and postings to social media sites are not allowed without specific permission of the instructor.

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<sup>5</sup> Andrews University Working Policy 2:153

<sup>6</sup> Andrews University Working Policy 2:167:2

## 2.18 Photocopiers

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 PT office have been requested not to make copies for students.

## 2.19 Hazardous Materials

As noted in the AU Written Hazard Communication Program, storage and use of hazardous materials must follow federal guidelines ([OSHA](#)): 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.

## 2.20 Office Hours: Facility

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

<b>Monday – Thursday</b>	<b>8:00 – 12:00 &amp; 1:00 – 4:00</b>
<b>Friday</b>	<b>8:00 – 12:00</b>

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 department operations assistant.

## 2.21 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 consider the students' schedules and typically should range between 3 – 5 hours per week during the semester.

## 2.22 Students Use of Facilities

This section contains guidelines that we hope will help us project a positive, professional image.

### 2.22.1 Dining

Eating must be restricted to the lobby, hall, and outside areas only. A refrigerator and microwave ovens are in the student lobby. The kitchen in Classroom C is available for group functions, **with permission from the Operations Coordinator**, but must be cleaned immediately after each use. Students may use the refrigerator in the kitchen; however, the School of Rehabilitation Science uses it for special events. All 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.

### 2.22.2 Anatomy Lab

Although the School of Rehabilitation Sciences DScPT curriculum does not include anatomy courses, the Program Director may arrange one or more review sessions for Postprofessional students.

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 department 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.

#### **2.22.3 Use of Bicycles, Roller Skates, Roller Blades, Skateboards, etc.**

Bicycles are not permitted in the physical therapy 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 physical therapy building. All persons must remove, or put away, these articles prior to entering the building.

#### **2.22.4 Pets**

Pets of any kind are not permitted in the physical therapy building.

#### **2.22.5 Student Computer Resources**

The University maintains three large computer labs on campus. Bell Hall, Nethery Hall and Chan Shun Hall all have computer resources available to students. In addition, the physical therapy department maintains a small free computer lab for physical therapy student use only. Access may be gained by use of the five terminals in the computer lab or through the "Wireless Web." To enter through the wireless web, students will need to purchase a wireless web network card at the ITS store which can be inserted into most laptops or notebook computers. Students may see the operations assistant in the program office to purchase printing rights in the computer lab. It should be considered a privilege to have access to this lab. Due to the high cost of maintaining this lab no other persons are permitted to enter. 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.

#### **2.22.6 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 for personal, routine exercise. This does add considerable wear to the equipment. Students have access to the Wellness center at the applicable student rate.

#### **2.22.7 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**

**Chair requests students to turn off lights, close windows, and doors upon leaving the building after office hours.**

### **2.23 Student Email**

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

### **2.24 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 north of the pool. **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.

### **2.25 Program Safety**

Information about all Andrews University Campus Safety Procedures can be found online through the Learning Hub and on the Campus Safety web site. Direct link access to these resources is:

[Learning Hub](#)  
[Campus Safety](#)

#### **2.25.1 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, standpipes, 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 the 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).



### **2.25.2 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."

### **2.25.3 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 classroom area or an exterior office 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 office:

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

### **2.25.4 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

**2.25.5 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.

**2.25.6 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.

**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 respiratory contamination, 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 exposure to breast milk might be frequent, e.g., in breast milk banking.

## 3. ACADEMICS

### 3.1 Academic Plan

Upon acceptance into the post-professional physical therapy program (or earlier if requested) an academic plan is created for each student according to the degree they are pursuing and the Academic Bulletin degree requirements. The plan includes a listing of courses the student will register for and complete during each semester throughout their course of study. A sample of courses and the sessions when they are offered are in the appendices. For required elective courses the student will work with their academic advisor. Academic plans are sent to students by e-mail.

#### 3.1.1 Adherence to the Plan

It is the student's responsibility to follow the Academic Plan as written unless explicit revisions have been approved by Postprofessional Faculty Council. If a student requests multiple revisions and is still unable to fulfill their intended plans, they will be required to sign a contract to either complete the courses according to the current plan or be disqualified from the program.

#### 3.1.2 Duration of the Program

The minimum time to completion is 3 years for the DScPT degree, though most students take somewhat longer to finish their Dissertation Projects. The time limit on the degree is seven years. After 7 years the student must submit a petition for an extension of time. An extension may be granted by the School of Graduate Studies upon the recommendation of the dean, and after action by the appropriate school/college committee. The student must also provide the program director with a detailed plan for completing the degree (including timeline). Courses more than 10 years old cannot be counted toward a current degree awarded by the university, and ASPIRE courses may not be more than five years old, therefore if courses fall into this category, additional courses will have to be added to the individual academic plan for a student who chose to continue pursuing a degree beyond this point. Please note that the minimum expected time for completing the Dissertation Project is two years. All other University time limits on degrees apply; please consult the University Bulletin.

#### 3.1.3 Required Courses

To view a detailed description of required courses and course schedule, please refer to the University Academic Bulletin applicable to the student.

### 3.2 Curriculum Outline

The Curriculum Outline provides a list of courses that the Postprofessional physical therapy student will take for regular credit or to receive credit for prior learning while in the program, along with the instructor who is currently assigned to teach them. Please note that this is not the same as your personalized Academic Plan. A copy of the curriculum outline is available online on the Postprofessional Program, Student Resources website. The applicable outline is based on the degree requirements in the University Bulletin for the year the student enters the program.

### 3.3 Course Description Outline

The *Course Description Outline* provides an abbreviated course description for each of the required courses in the DScPT Program. This description is meant to give the student a better understanding of each course offered in the program. A copy is included in the back of this handbook.

### **3.4 Class Schedule**

The class schedule varies for each course and can be found in Learning Hub with the course syllabus. Most courses are interactive online with limited synchronous meetings. Students are notified by the instructor of synchronous times at the beginning of the semester.

### **3.5 Elective Courses**

Students may choose electives from among Andrews University's physical therapy professional course offerings each year or other graduate level courses, as permitted by the program director, from Andrews University. Electives should be selected in consultation with the academic advisor.

### **3.6 Distance Program Regular Credits**

Courses taken through Andrews University as part of the current degree program, registered for at full tuition, are defined as residency credits. We refer to them as "regular credits." At least 80% of the degree credits must be taken at regular tuition at/through Andrews University.

### **3.7 Distance Program Transfer Credits**

Credits transferred from another academic institution may fulfill up to 20% of degree requirements. For a course to be eligible for transfer credits, it has to meet the objectives of course that it is replacing in the AUPT degree program the student is pursuing. Thus, the student will need to provide a syllabus of the course taken from a previous institution. Only courses with an earned grade of B or above will be eligible for transfer into our program.

### **3.8 Credit for Prior Learning (CPL)**

Andrews University's Postprofessional physical therapy program offers academic credit for professional certifications earned within ten years prior to acceptance into DScPT program. Faculty advisors approve eligibility for CPL when they review documents submitted for portfolio review. This process of evaluation is called Prior Learning Assessment (PLA). In granting credit for these courses and assessing **tuition at a lower rate**, Andrews University acknowledges the time and money students have already spent acquiring knowledge and skills above and beyond their entry-level education. Transfer credits and CPL combined cannot exceed 20% of the required credits.

#### **3.8.1 Review of Documents**

The program office will notify students of eligibility for Credit for Prior Learning (CPL) when the academic plan is created and sent to students via e-mail. However, it is ultimately the responsibility of each student to choose a course of action regarding the use of CPL to fulfill degree requirements by contacting Dr. Oakley, the CPL coordinator.

#### **3.8.2 Distance Program Credit through Validation of Certifications**

Students entering the program with a specialty certification may be eligible for Credit for Prior Learning. An example of this would be the Orthopedic Clinical Specialist (OCS) credential from the American Physical Therapy Association (APTA). A maximum of three credits are granted for a current credential and evidence of 50-60 contact hours of continuing education related to orthopedic physical therapy. It is incumbent upon the student to prove the rigor and value of any certifications that are not earned through accredited organizations. Therefore, unless competence has already been assessed through an official certification process, the student must provide content, contact hours, mentoring, and rigor of assessment to be considered when students apply to the program. Faculty evaluators will determine whether or not supplemental assessment activities are needed and whether or not those provided are sufficient. As a reminder, CPL is not free, there is a reduced per credit tuition rate.

### **3.8.3 Distance Program Credit through Validation of ASPIRE Courses**

ASPIRE OMT offers orthopedic manual therapy courses that make up a portion of the core of the DScPT curriculum. Credit for Prior Learning (CPL) may be granted for ASPIRE courses taken prior to acceptance into the DScPT program if they have 1) been taken within the last 5 years and 2) if the student has passed a certification exam. Each student in the DScPT program must pass the COMT exam, and students in the Orthopedic Manual Therapy concentration must also pass the SMT exam. However, students who already have a FAAOMPT certification through an accredited Fellowship Program are placed in track 1 which is an accelerated, 35 credit track.

If a manual therapy certification has been achieved through another accredited manual therapy organization prior to acceptance into the DScPT program, CPL may be applied toward some of the ASPIRE course requirements on a case-by-case basis. Content, contact hours, mentoring, and rigor of assessment must be provided by the student to be considered and compared with the ASPIRE requirements and certification process when students apply to the program. The SMT 4 course is still required of anyone trained outside of ASPIRE. CPL is not free, however a reduced per credit tuition applies. CPL and transfer credits must be within the 20% allowed for non-residency credits (see: 3.9) and only applies to track 1 (7 credits maximum) and track 2 (13 credits maximum) and Track 3 (9 credits) track 4 (12 credits maximum) and track 5 (8 credits maximum).

### **3.8.4 Registration for Credit for Prior Learning (CPL)**

Credit for Prior Learning (CPL) CPL needs to be approved within the first year of admittance to the program. Additionally, all CPL must be completed and registered for within the first two years after admittance to the program. For approval and to register for CPL, email requests to [ptcpl@andrews.edu](mailto:ptcpl@andrews.edu) with name, ID number and course number indicated in the academic plan. Requests must be initiated at the beginning of the semester and will be taken on a first come first served basis. Depending on the time of year, review may take 2-4 weeks, and additional artifacts may be requested. A Pass or "P" grade will be given for CPL prior learning credits if the appropriate documentation has been submitted to demonstrate doctoral level learning related to program objectives as indicated in the proposal.

### **3.9 Distance Learning Registration Procedures**

The DScPT degree is offered in short course format (on campus intensives) along with interactive online experiences. Registration procedures will be sent out to students via e-mail prior to the beginning of each University semester. This will include instructions about which courses and section numbers to register for, timing, and important web links. Registration MUST be completed according to the procedures and dates posted in the email. Failure to do so may interfere with proper distribution of student loans or retaining loan deferment status for those students receiving financial aid. Further, it will result in a late fee and loss of access to the Learning Hub, library, and other campus services necessary for course participation. Students must contact their advisor before registering for classes if there are "DGs" Deferred Grades, or "I" 's (Incomplete) on record. Please see the Academic Registration chart in the appendices.

Students will use their Andrews University login information to register through Registration Central at to [AU Registration Central](#).

### 3.10 ASPIRE Course Registration

When registering for ASPIRE courses, go to Registration Central, enter the CRN# provided by the Operations Coordinator. (If the CRN is not available, you can look it up in the AU Course Schedule.) Follow instructions for completing your registration. You can also get to AU's Registration Central through the ASPIRE Web Site and register through Andrews University DSc Students (Academic Credit) which will take you to Registration Central.

### 3.11 Dissertation Project Registration

DScPT students are required to take 6 dissertation project credits (PTH 898 Dissertation Project). These credits are spread out throughout the student's academic plan and have required work attached to them. It is important that the student completes the work associated with these credits prior to registering for additional credits. Students will receive a "DG" or "Deferred Grade" for those credits until the work is completed at which time the Research Coordinator will change the grades to "S" or "Satisfactory." If the student has registered for all of their research credits and completed all other course work but has not completed the dissertation project, the student will need to register for PTH788 Research Project Continuation. When registering for Project Continuation, it is expected that **full time and attention** is being devoted to the research project.

### 3.12 Distance Program Student Enrollment Status

To maintain your Active Student Status, it is the student's responsibility to register for at least 1 course or for the number for credits needed to fulfill any external requirements for obtaining visas or financial aid. To receive financial aid or loan deferment, students must be enrolled at least half time, which is 4 credits per semester. This "active" status will give you access to the library, student advisor, program director, administrative assistant, and other University personnel and services. If you are not registered for any courses and have not paid this fee you will lose access to previously mentioned University services.

### 3.13 International Students

International students should contact International Student Services at (269) 471-6395 or [iss@andrews.edu](mailto:iss@andrews.edu) for additional information and assistance related to student visas.

For any semester that an international student is on campus for any length of time, they **MUST** have full time status. This can be done by registering for no less than 8 credits as a graduate student or for Research Project Continuation, or Clinical Practicum in order to demonstrate full-time student status." **A new I-20 must be obtained each time the student enters the country to attend classes on campus.**

To enter the United States with a student visa, all international students must be enrolled full time, which is 8 credits per semester. It is the student's responsibility to register for at least 8 Graduate-level credits in each semester they come on campus for any length of time. The program office does not track these external requirements.

### 3.14 Inactive Students

Throughout the doctoral program, the student is expected to make progress and to keep in contact with the department. If two semesters pass without progress and without approval from the student's advisor, the student is put on inactive status by Academic Records and must reapply to be reactivated. Students must comply with the Bulletin in effect when the reactivation is approved. Coursework taken previously may apply by petition, subject to the normal time limits and GPA standards. The cumulative GPA from all courses taken, including any that may not apply to the new program, is used to compute the GPA requirements for satisfactory progress and completion of the degree. Reactivation fees will apply.

### 3.15 Professional Expectations

All Physical Therapy program 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. The generic abilities are behaviors, attributes, or characteristics that are not explicitly part of a profession's core of knowledge and technical skills, but nevertheless are required for success in that profession.

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.

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 school. Students also represent the DScPT program, Andrews University and Christ outside the PT building and therefore are still held to the professional expectations policy. Including but not limited to social media communications like Facebook, X, Snapchat, Instagram, etc.

A measure of these professional behaviors is the method by which students handle situations that arise that will impair their ability to comply with all of the course deadlines. Students who are experiencing difficulties while in a course are expected to participate in timely communications with the course instructor and, if necessary, the program director to address these problems.

If an instructor and or clinical supervisor has evidence of a student's failure to comply with these professional expectations, the program director will be notified. The evidence will be reviewed by the Post Professional Faculty Council. Students who do not meet these standards are notified in writing. If this behavior continues and the student receives two written notifications, the student will be required to meet with their advisor to submit a corrective plan of remediation which must be approved by the Post Professional Faculty Council in order to continue in the program. If the remediation plan is not followed, the student will disqualify themselves from continuing in the PT program based on a lack of professional behavior(s). Under certain circumstances, the Post Professional Faculty Council may deem certain student infractions as serious enough to warrant immediate dismissal from the program.

#### 3.15.1 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.

## 4. INSTRUCTION

### 4.1 Students as Patient Simulators

By the very nature of the profession, the physical therapy program maintains a hands-on curriculum. Each student is expected to serve as a practice subject (or patient simulator) for other students while in the physical therapy program.

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 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 by the instructor for demonstration purposes provided they have signed an informed consent 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 making him/her aware of the potential risks associated with the minor's participation.

### 4.2 On-Campus Program Attendance

Because of the interactive and collaborative nature of post-professional physical therapy education, especially during practical hands-on instruction, class attendance is essential for successful learning. The program calendar and class/lab schedule are published in advance so that students can plan accordingly. Students should make these appointments a priority while enrolled in a degree program.

Individual instructors have the right to establish specific attendance policies within their courses, which you will find published in the course syllabi. Additionally, students are expected to complete all exams, quizzes, and assignments as they are scheduled. That includes online assignments, quizzes, exams, etc. These dates are also included in the course syllabi. Requests for exceptions must be submitted in writing by email to the instructor and with cc: to the program director for consideration.

Whenever the total number of absences (excused or unexcused) exceeds 10% of the total course appointments, the instructor may choose to give a failing grade. Three incidents of tardiness (lateness) are equivalent to one absence with respect to this policy. Students will automatically receive a score of zero for exams, quizzes, or assignments missed due to an unexcused absence.

### 4.3 Attendance During On-Campus Intensive Courses

Absences are not allowed during intensive courses when the on-campus cohort is joined by distance students and guest instructors. A student who is unable to attend class during this time due to unexpected life circumstances will be allowed to petition the Postprofessional Faculty Council for a deferment. The specific reason for the absence must be submitted to the program office in writing within the week following the missed class. If a deferment is granted, the student will receive an "Incomplete" grade (see section 4.13.3.) and will be allowed to take the course the

next time it is offered (usually once per year) without paying additional tuition. This may delay further progression through the program.

#### **4.4 Distance Program Class Attendance**

Regular attendance at all classes, laboratories, and other academic appointments during scheduled on-campus sessions are required of each student. Faculty members are expected to keep regular attendance records. Unless otherwise stated, class hours will be 8:00 a.m. until 5:00 p.m. on all days of on-campus sessions.

If the student does not attend the course the next time it is offered or fails to complete all course requirements at that time, the student will be given a grade based on the academic work that has been completed to date. If this does not result in a passing grade, the student will be required to register and pay full tuition for the course on its next available date.

#### **4.5 Examination & Assignment Schedules**

Course instructors notify students of examination and assignment schedules class/laboratory schedules. The final examination date and time may also be listed in the course syllabus. Exceptions for taking quizzes, examination(s), or completing assignments must be made to the instructor and Program Director. Students must submit a request to his/her instructor at the beginning of the semester in order to be considered. Exceptions are only granted for emergency situations.

***Arrangements made prior to the issuance of the printed class schedule for any given academic session are made at the student's own risk and cannot be considered as reason for exception on an examination time. The program will attempt to publish a yearly schedule in a timely fashion for students to minimize any time conflicts.***

#### **4.6 Class Absences**

Whenever the total number of absences (excused or unexcused) exceeds 10% of the total course appointments, the instructor may choose to give a failing grade. Three incidents of tardiness (lateness) are equivalent to one absence with respect to this policy.

Students will automatically receive a score of zero for exams, quizzes, or assignments missed due to an unexcused absence.

#### **4.7 On-Campus Program Excused Absences**

Except during intensive courses, students may submit a request for an excused absence by email to the [Postprofessional Program Office](#). Submitting a request does not guarantee that the absence will be excused. Any illness or injury requiring absence for more than one day must be submitted as a written order from a physician in order to be excused. Full-day absences that are not due to illness may be subject to review and approval by the Physical Therapy Faculty Council. Instructors may excuse absences for individual class periods at their own discretion (refer to course syllabi). Examples of non-illness excuses for absences include the death of a family member or presenting research at a professional conference.

A student who is absent from a class without making prior arrangements (e.g., due to car trouble or illness), should promptly notify the Postprofessional Program Office at (269) 471-6305.

Even if an absence is excused, the student is responsible for completing all course requirements and may be asked to perform additional academic work to make up for missed content at the discretion of the instructor.

#### 4.8 Distance Program Excused Absences

Due to the nature of the program, absences from both on campus intensives and online courses are not allowed. Students who unexpectedly experience life circumstances which prohibit their attendance will be allowed to petition the Postprofessional Faculty Council for a deferment. Evidence of the incident necessitating the absence will need to be provided. If the deferment is granted, the student will be given an "Incomplete" grade and be required to attend the session missed the next time it is offered in the calendar year. The student is expected to contact the Post Professional Program Office to sign up for the course at the time of registration for the semester that the course is offered (normally once per year). The student may have to pay tuition, the school chair will review on a case-by-case basis.

If the student fails to rejoin the class the next time that it is offered or the student fails to complete the course on the second attempt, the student will receive the grade earned to date. If this is a non-passing grade, the student will be required to re-register and pay tuition for the course at a future date.

#### 4.9 Unexcused Absences

Faculty and staff are under no obligation to provide a means through which students can make up course content, examinations, quizzes, or assignments missed due to voluntary absences. This includes (but is not limited to) absences due to late registration, disciplinary suspension, travel arrangements, or social events. Students will automatically receive a score of zero for exams, quizzes, or assignments missed due to an unexcused absence.

***Travel arrangements made prior to the issuance of the class schedule for any given semester are made at the student's own risk and cannot be considered as a reason for an excused absence.***

#### 4.10 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 269-471-7660 for a prerecorded message. 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, who 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 Learning Hub, 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](http://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).

#### 4.11 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 always act with integrity, 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).

Honest, ethical behavior is an important part of professional behavior. 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.

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

1. Falsifying or presenting falsified documents, research data, research findings, or other intentional misrepresentation of research methods, data collection, or results.
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.
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. Obtaining information 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).
10. Acting deceitfully in any other academic matter.

The preceding examples of academic dishonesty are valid for **every** assignment or exam given throughout the course of the student's doctoral program. Plagiarism is not allowed on any written work that the student submits in the program. Proper identification of sources is required at all times. If there is confusion as to how to properly cite sources, please refer to the style manual or if needed or ask the instructor. One goal of the Postprofessional program is the development of individuals who will be capable of contributing scholarly works relevant to the field of physical therapy. Unfortunately, not all individuals have applied the concepts of professional ethics to their work. The phrase "scientific misconduct" has been identified to describe ethical problems that have been identified in scientific and academic publications. An addendum, taken from the American Medical Association Manual of Style, details some of the important concepts of scientific misconduct. These concepts, as well as the preceding examples identified above, serve as guidelines for scholarly work of any kind. Furthermore, as a professional, you are expected to

know and understand these guidelines. Not knowing what plagiarism is, is not an acceptable excuse!

It is up to each student to inquire whether a proctor is necessary for the course. The proctors must have academic responsibilities in a university, college, school, or workplace continuing education setting, usually a testing facility (see full list of [acceptable proctors](#)). Proctors must agree to supervise exams at their place of work (not at home) and be prepared to observe the student throughout the exam session. Family members, friends, tutors, fellow students, work colleagues and church personnel are NOT acceptable proctors.

If you have any questions, please contact Steve Fox at 269.471.6566 or [sdeexams@andrews.edu](mailto:sdeexams@andrews.edu)

For further information on the University Academic Integrity Standards, Pledge and Policy please see the [University Bulletin Resources](#).

#### **4.12 Grading System**

The school's grading system measures the student's knowledge and ability to comprehend, apply, analyze, synthesize, and evaluate stated 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.

Students are expected to keep track of their academic standing in all courses at any time. A student whose grade point average falls below the minimum required for an academic session (3.0) is automatically placed on academic probation and continued enrollment is subject to the recommendation of the Postprofessional Physical Therapy Faculty Council. If a student receives a C- or below in any required course, the course will need to be repeated.

#### **4.13 Posting Scores & Grades**

Students wishing to know their final grade before the University posts the official grade on the Web may contact the instructor to receive their grade. Student scores may be posted during the academic session, at the discretion of the instructor, through Learning Hub. Official grades are posted in iVue not the Learning Hub.

##### **4.13.1 Course Grades**

Course grades are issued by the course (lecture/lab) instructor, course coordinator, or program administrator. Explanation of the grading process for each course is detailed in the respective course syllabus. The grades are normally submitted to the Records Office at the end of each semester by the University deadline.

##### **4.13.2 Grade Problems**

Only the instructor, course coordinator, Program Director or School Chair are allowed to discuss grades with the student(s). Any grades given to the student by means other than the official university postings are considered unofficial and are not binding. Learning Hub is not the Official University posting. Grading problems not resolved by the instructor must be taken to the program Director and/or Postprofessional faculty council.

##### **4.13.3 Incomplete Grades**

Students who have completed 70% of the course work, however, are unable to complete a course in the time frame established by the program due to illness or unavoidable circumstances and not because of negligence or inferior performance will receive an

"INCOMPLETE" (I). Students may also only receive an incomplete if they earn a passing grade if no additional work is submitted. Students will be charged an incomplete fee for each incomplete grade issued. Prior to the issuance of the "I," the student should have been in contact with the instructor as to the necessitating circumstances. The student is required to establish a timeframe, after consultation with the instructor, that he/she will be able to complete the work by. Once this has been established, the student **must** adhere to this timeline. Failure to do so will result in the grade defaulting to the percentage earned up to the point of the missing work. All "I"s must be cleared by the end of the next semester.

#### **4.14 Graduate Academic Requirements**

All graduate course work (lectures and laboratories) 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" (2.00) or greater in each graduate course
2. An "S" grade in all courses which have Satisfactory/Unsatisfactory grading.
3. A cumulative GPA of 3.00 or greater in all graduate physical therapy coursework is 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 GPA back above the 3.00 minimum.

Students who receive less than a "C" (2.00) or a "U" on a Satisfactory/Unsatisfactory (S/U) course or clinical will be given points equal to the semester credit for the course. For example, a three-credit course would equal three points. Students receiving less than a "C" in any course must retake the course at regular tuition rates. Students receiving a "U" on PTH 845 COMT exam or PTH895 SMT Comprehensive exams will be given two points and must retake at their own expense. In addition, a "U" grade in PTH788 Project Continuation will result in the student receiving one point. A student who accumulates a total of six grade points throughout the program will academically disqualify him/herself from continuing in the program. Students will be notified at the end of each semester after the course(s), official grades are posted, if they have earned any grade points and or/if their GPA has dropped below 3.0.

#### **4.15 Exceptions to Grading Policies**

Only the Postprofessional Physical Therapy Faculty Council makes exceptions to grading policies. Some decisions will require an action by a higher council or administrative approval.

#### **4.16 Research Curriculum**

It is expected that graduates of any physical therapy doctoral program will be proficient consumers and evaluators of professional literature as well as contributors to the growing body of evidence supporting what our profession does. These contributions can range from poster or platform presentations at state and national meetings to the ultimate hope of future publications by the graduates. The research curriculum offered by the Postprofessional doctorate programs in physical therapy at Andrews University was established with these expectations in mind.

It is understood that US or Canadian trained MSPTs may have a full grasp of Research Methodology and Design from their master's degree so they must either take PTH 732 or pass the exam at 75% or better. They are required to take PTH840 and PTH860.

US or Canadian trained DPTs, trained either through a t-DPT program or an accredited entry level DPT program are expected to be conversant with all information in Research Methodology and Design and have a working knowledge of statistical analysis. This is the expectation of CAPTE, the accrediting body of the APTA for anyone trained at the DPT level. Therefore, we only require

PTH860 for these students. An exam over PTH840 objectives will be administered prior to admission PTH860. Students who do not pass this exam with a score of 75% or better will be required to take PTH840. It may fulfill elective requirements.

The operative word in these explanations is “expected.” That is, you as a doctoral student are expected to have the working knowledge of research necessary as a pre-requisite for either PTH840 or PTH860. It is not the professor’s responsibility to make sure that you are competent in any prerequisite knowledge required for the research classes in this program. Therefore, it is expected that you will do a personal assessment of your research knowledge and skills and adequately prepare yourself for entry into whatever research classes you are required to take in your curriculum. For BSc students, there is no pre-requisite, and the full expectations of the doctoral research agenda will be covered in the mandatory coursework.

#### **4.17 Dissertation Project**

The Dissertation Project serves as an outcome component for the DScPT degree and at the same time allows students to make a valuable contribution to evidence-based 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 the Learning Hub for complete information about the *Project* requirements, registration, etc. You need to contact the research coordinator, Dr. Oakley before registering for any dissertation project credits.

#### **4.18 DScPT Distance Program Supervised Clinical Practice**

PTH850 ASPIRE Supervised Clinical Practice (1-4 cr) and PTH855 Supervised Clinical Practice: Women’s Health (1 cr). A packet with all information needed for Supervised Clinical Hours is online in Learning Hub.

##### **4.18.1 Registration**

Before you go to any site or count hours towards this class, you must be registered for PTH 850 or PTH855. Any hours done BEFORE registering, do not count towards credit for this course. This is to ensure that you are under the University’s liability plan WHILE you are acting as a student in our program, and that your mentor provides feedback for your growth. Please see the course outline for specific requirements on number of credits per block of hours.

##### **4.18.2 License**

If you are licensed to practice physical therapy in the state that you will be receiving your supervised clinical practice, then your clinical instructor does NOT have to co-sign your notes. If you are NOT licensed in the state where you are receiving your supervised clinical practice, then your clinical instructor DOES have to co-sign all of your notes and you would sign them as: John Doe, SPT

##### **4.18.3 Clinical Instructor**

For AU’s requirements for PTH850, you have several options as to who is qualified to be your clinical instructor.

1. You may use an ASPIRE certified clinical instructor for the Fellowship or DSc.
2. An ASPIRE SMT who has been certified for >1 year, this does not qualify for Fellowship Hours.
3. An FAAOMPT, or in Canada – a clinician who has passed Part B exam in Orthopedic Manipulative Therapy and been in practice for >1 year since passing the exam.



4. Up to 30 hours can be completed with an ASPIRE COMT who has been certified for >1 year. This does not qualify for Fellowship hours.
5. You may also use a credentialed individual who has graduated from another recognized program. For this individual, you will be required to submit a copy of the person's CV to the Director of Clinical Education (DCE) for review and get prior approval from Andrews University Post Professional Faculty Council that they may function as your clinical instructor.
6. Your clinical instructor may not currently be enrolled in the Andrews University DScPT program.

If you are in the ASPIRE Fellowship program you must consult with the Fellowship Director to authorize the clinical instructor.

For PTH855, you must have a clinical instructor who:

1. Is an APTA Board-Certified Women's Health Clinical Specialist with at least two years of clinical experience in Women's Health.
2. Holds pelvic health series certifications through either the APTA or Herman & Wallace and has at least 2000 clinical practice hours in women's health in the last five years.

Clinical instructor's rates for instruction vary so be sure to discuss this with the instructor prior to making the commitment. Tuition does not cover the clinical instructor charges.

#### **4.18.4 Contract**

You must have a signed contract in place between the facility and clinical instructor you are using and Andrews University BEFORE doing your clinical hours. This again protects you under the Andrews University liability plan. When you are ready to arrange for the Supervised Clinical hours, please go to the Supervised Clinical Packet online in the Learning Hub. Please read through the Contract Agreement (to ensure that you have met all the requirements) and then obtain appropriate signatures from the facility on both copies. Once signed, please upload the documents to the Andrews University Learning Hub. These will then be completed at Andrews University and copy will be returned to the clinical site. This contract must be in place before any clinical experience can commence.

#### **4.18.5 Evaluation**

You will be required to have been checked off as satisfactory for all skills from PTH 841 Gateway to Musculoskeletal Therapy: Lumbopelvic and Cervical to PTH 893 Spinal Segmental Manipulation to successfully complete PTH 850. Realize that you may not get all the skills checked off on your first affiliation. The requirement is that all will be complete by the time you finish your total hours, to receive a satisfactory grade in the course. In the event a skill is unable to be observed directly with patient care it is acceptable for you to perform the task or skill on your clinical instructor to allow the instructor the ability to grade you on this performance. However, performance of the item on an actual patient is the preferred method. Once you have uploaded your evaluation form on Learning Hub, please email the DCE to notify them of completion. Please see course outline for specific requirement for satisfactory completion of PTH850.

#### **4.18.6 Supervised Hours & SMT Oral/Practical Exam (O/P)**

You MUST complete at least 15-30 hours PRIOR to attempting the ASPIRE COMT exam and the remainder prior to the Aspire SMT exam. Registration for the O/P is done through ASPIRE and Andrews University. Exam fees are paid to ASPIRE.

#### **4.19 Graduation Requirements**

Students must meet all the following criteria:

1. Satisfactory completion of all course work with a minimum graduate GPA of 3.0 is required for the completion of the or DScPT degree.
2. The student must notify their advisor and Dr. Oakley of their graduation plans 1 year prior to applying for graduation.
3. Students do not complete graduation requirements until the dissertation/research project defense is completed.
4. Students must have satisfactorily completed and defended their Dissertation Project with proper verification of this from the assigned AU Faculty Chair.
5. Each student must complete the Graduate Exit Survey to graduate. A link to fill this online will be sent out in the semester that you have applied to graduate in.
6. Proof of ASPIRE COMT, SMT certifications or FAAOMPT certification as appropriate.
7. Satisfactory completion of 60 hours of 1:3 clinical supervision by an approved clinician.

##### **4.19.1 Advancement to Candidacy & Graduation**

The student must apply for Advancement to Degree Candidacy prior to the graduation application deadline for the intended graduation date. The student will contact the program office or the Research Coordinator to request the form that needs to be filled out. This form serves as a preliminary audit of the degree requirements. Failure to submit this form by the requested time may result in a delay in graduation.

##### **4.19.2 Graduation Application**

The Graduation Application can now be completed online [Graduate Graduation Application](#). The Graduation Application must be completed by the deadline for the semester of graduation. This deadline will be emailed out by the program office. Failure to fill the form out on time may result in a late fee or a delay in graduation.

## 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. Please note that since some sessions are held during campus breaks, all facilities may not be available.

All phone numbers begin with area code 269 and prefix 471.

#### 5.1.1 Andraesen Wellness Center

Located near the entrance of the University, offering a wellness space that provides the students with the opportunity to explore the concepts of wellness intentionally. The Wellness Center offers many amenities that include a weight training gym, cardio equipment, pool, recreation center and much more. Information about the Wellness Center can be found at <https://www.andrews.edu/wellnesscenter/>. Students in distance programs, including the DScPT, can obtain a daily or weekly pass while on campus for intensive courses.

#### 5.1.2 Campus Cafeteria & Gazebo (ext. 3161)

Located on the second floor of the Campus Center, the Terrace Café operates a vegetarian and vegan dining service. Check out their [website](#) to explore the meal plan choices.

The Gazebo is located on the main floor of the Campus Center. The menu includes a wide selection of vegetarian sandwiches, side orders, and fountain items sold à la carte, with menu items individually priced.

#### 5.1.3 Campus Ministries (ext. 3211)

Located in the Student Center, the Campus Ministries office helps create an atmosphere where the university family can become an interdependent community whose highest purpose is service to Christ and humanity. It directs and coordinates the chapel program, Student Missions, ADRA, Task Force, various Sabbath School programs, and church services. Through the Pastoral Care Program, it provides pastoral and counseling visits, Bible studies, Engaged Encounter seminars, and Marriage Enrichment seminars.

#### 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 between Garland Avenue and Grove Street. Their regular office hours are from 8:00 A.M. to 8:00 P.M., 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 you to your vehicle or dorm, 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 A.M. to 4:00 P.M. Monday through Thursday. 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, and credit cards or by charging items to the student's account.

### 5.1.6 Computer Lab (ext. 6020)

There is one major computer lab on campus that is 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, spread-sheets, databases and statistical packages. This lab is located in Bell Hall 182. 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 physical therapy students and faculty only.

### 5.1.7 Counseling & 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. Services are available via Telehealth appointments for students in distance learning programs.

### 5.1.8 Housing Information

Andrews University has guest room accommodations available on campus. Contact Guest Services for more information at 269-471-3360/3670 or go online to [www.andrews.edu/about/visiting/stay\\_at\\_andrews.edu](http://www.andrews.edu/about/visiting/stay_at_andrews.edu). These rooms are available on a first come, first served basis.

There are several local hotels that also provide accommodations here in the area and may offer a discount for Andrews Students.

<b>Campus Accommodations</b> Contact Guest Services for more info at (269) 471-3360/3674 or go to: <a href="https://www.andrews.edu/services/convention/guest-rooms/index.html">https://www.andrews.edu/services/convention/guest-rooms/index.html</a>	<b>Candlewood Suites</b> 2567 W Marquette Woods Rd, Stevensville, MI 49127 269-428-4400 <b>Ask for special Rate for Andrews</b>
<b>Comfort Suites</b> 2633 W Marquette Woods Rd, Stevensville, MI 49127 (269) 281-5641	<b>Fairfield Inn &amp; Suites by Marriott</b> 4408 Red Arrow Hwy, Stevensville, MI 49127 (269) 429-1111
<b>Holiday Inn Express &amp; Suites</b> 3019 Lakeshore Dr, St Joseph, MI 49085 (269) 982-0004	<b>Tru by Hilton</b> 2683 W Marquette Woods Rd, Stevensville, MI 49127 (269) 429-4444

### 5.1.9 International Student Services (ext. 6378)

Located on the 3<sup>rd</sup> floor of the Administration Building, 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.

### 5.1.10 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.

For those students who come to campus for intensives, a library orientation is available upon request. To request articles when off campus please go to:

<https://www.andrews.edu/services/library>.

If the journal you need an article from is held at the James White Library (JWL) they will scan the article and email it to you. For interlibrary loan requests, please go to <https://www.andrews.edu/services/library>.

For a description of the policies regarding these requests. There is a limit of 10 requests per week. Students are encouraged to be familiar with the holdings at their local libraries or hospital libraries as many times the articles can be accessed in these facilities.

#### **5.1.11 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. Work closely with your financial advisor to be certain that your financial aid/ payment plans are in place well before the beginning of your program, and each Session as they happen. Also visit the APTA Foundation website for more information on grants and scholarships available for Postprofessional students.

#### **5.1.12 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.

#### **5.1.13 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.

#### **5.1.14 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 online assistance with everything from grammar and punctuation to format and styles.

For distance students the service is available if you contact the writing center.

E-mail: [ivan@andrews.edu](mailto:ivan@andrews.edu)

#### **5.1.15 Notary Services (ext. 6490)**

Free Notary services are provided free of charge to all PT students, faculty, and staff by the administrative assistant.

### **5.2 Communication**

Open, honest, respectful 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 Christlike spirit. Communication regarding course concerns or requirements should be documented appropriately. See Section 2.8 Student Grievance Procedure for further policies/procedures.

Commented [KC1]: Betty is this section correct?

Commented [EO2R1]: Probably not up to date. How much detail do you want to put here regarding this process? Both Sara and I cover this in our courses. I think it would be better to just let them know this services is available and not go into the process as it may change and that way you don't have to worry about updating it.

### 5.3 PT 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](#). The Postprofessional program houses professional programs and therefore has high expectations for our students, at times the department dress code varies from the university code. These variations are in *italics* in section 5.3.2

#### 5.3.1 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.

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.

**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 midriffs, and unbuttoned shirts. Modest shorts are acceptable; however, form-fitting athletic clothes are appropriate only for sporting activities.

**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 midriffs, spaghetti straps or no straps, tank tops, short skirts, and two-piece bathing suits. Modest shorts are acceptable; however, form-fitting athletic clothes are appropriate only for sporting activities.

**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. 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.
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. Tattoos should be covered with clothing or camouflaged with discreet makeup or Band-Aid.

Modest walking shorts are considered appropriate campus wear. Cut-offs, short shorts, and bicycle shorts are appropriate only for appropriate labs and athletic activities.

Sabbath Dress: When dressing for Sabbath, attention should be carefully given to neatness and appropriateness. Shorts are not permitted in the cafeteria during Sabbath hours.

### **5.3.2 PT Lab Attire**

While in the Physical Therapy 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 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.

### **5.4 Transportation**

Each student is responsible for their own transportation to and from classes, clinicals, or any other school function. Andrews University's Transportation department provides a pick-up service to/from the South Bend Airport (SBN) for a fee. Please call 269-471-3519 at least 2 days in advance for pick-up service.

### **5.5 Application Fee(s)**

Please see Andrews University's General Information Academic Bulletin for amounts and the Physical Therapist Postprofessional Program Information Packet, or online at [www.andrews.edu/apply](http://www.andrews.edu/apply), for specific details on how and when they should be paid.

### **5.6 Registration Fee**

There is a Registration Fee that applies for each semester that a student registers for classes.

### **5.7 Project Continuation Fee**

Each semester that you are not enrolled in any other classes, you must register for and pay a Program Continuation fee to keep your "active" student status and register for PTH 655 Program Continuation. This "active" status will give you access to the library, student advisor, program director, administrative assistant, and other University personnel and services. If you are not registered for any courses and have not paid this fee you will lose access to previously mentioned University services. Once you have completed all course work and have not yet finished your Research Project or Dissertation Project, you will need to register for PTH788 Project Continuation to maintain your status as a student. The fee for PTH 788 is equal to 1 credit of tuition.

### **5.8 Tuition**

The Physical Therapy DScPT tuition rate applies to the physical therapist education program. For current tuition rates - <https://www.andrews.edu/services/sfs/>. There are no additional discounts for students who already have a degree from Andrews University. Contact Student Financial Services (SFS) for answers to specific questions.

Student expenses covered by tuition include:

- Postprofessional program courses (courses outside of the Postprofessional Program are not included)

- Normal teaching and office equipment and supplies as with other similar departments on campus
- Student liability insurance
- Fees for specialized lectures/seminars within the physical therapy curriculum.
- Other university services as outlined in the University Bulletin

Student expenses covered by the professional education tuition fee include:

- Physical therapy related equipment for laboratories and research
- ASPIRE instruction fees

### **5.9 Medical Insurance**

Physical therapy 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 card.



**APPENDICES**

**Curriculum Outlines**

**FAAOMPT-DPT - DScPT Curriculum Outline for 2024 - 2025 Distance**

**Fall Start  
(35 Semester Credits)**

**SAMPLE Curriculum Outline- Each student will work with an advisor to determine the best plan for their scheduling and elective needs; the degree must be completed within 7 years.**

**Bolded courses are courses that require on campus time**

<b>FIRST YEAR</b>				<b>16</b>	<b>Credits</b>
<b>Session 1, Fall 2024</b>		<b>5</b>	<b>credits</b>	<b>Session 2, Spring 2025</b>	
PTH700	Scholarly Writing & Research	2	Centeno	PTH840	Statistics for Health Sciences
PTHXXX	Elective	3		<b>PTH893</b>	<b>Segmental Spinal Manipulation</b>
<b>Session 3, Summer 2025</b>		<b>5</b>	<b>credits</b>	3	Pettman
PTH860	Research Applications	2	Oakley		
PTHXXX	Elective	3			
<b>SECOND YEAR</b>				<b>12</b>	<b>Credits</b>
<b>Session 4, Fall 2025</b>		<b>4</b>	<b>credits</b>	<b>Session 5, Spring 2026</b>	
PTH898	Dissertation Project - Idea Paper	1	Oakley	PTH744	Principles of Contemporary Leadership
PTHXXX	Elective	3		PTH898	Dissertation Project
<b>Session 6, Summer 2026</b>		<b>4</b>	<b>credits</b>	1	Oakley
PTH846	Integration of Spirituality in Healthcare	3	Dent		
PTH 898	Dissertation Project	1	Oakley		
<b>THIRD YEAR</b>				<b>7</b>	<b>Credits</b>

Session 7, Fall 2026			Session 8, Spring 2027		
		4 credits			3 credits
PTH898	Dissertation Project	2 Oakley	PTH898	Dissertation Project - Oral Defense	1 Oakley
PTHXXX	Elective	2	PTHXXX	Elective	2

All requirements for the DScPT degree must be met according to the 2024-2025 Academic Bulletin to be eligible for graduation.

## DScPT Curriculum Outline for 2024 - 2025

### Track 2 Orthopedic Manual Therapy Concentration (64 Credits)

**Bolded courses are courses that require on campus time**

FIRST YEAR				15	Credits
<b>Session 1, Fall 2024</b>		<b>5</b>	<b>credits</b>	<b>Session 2, Spring 2025</b>	
PTH700	Scholarly Writing & Research	2	Centeno	PTH840	Statistics for Health Sciences
<b>PTH841</b>	<b>Gateway to Musculoskeletal Therapy</b>	3	Coolman	PTH744	Principles of Contemporary Leadership
				3	Centeno
<b>Session 3, Summer 2025</b>		<b>4</b>	<b>credits</b>		
PTH860	Research Applications	2	Oakley		
PTH716	Clinical Pharmacology	2	Coolman		
SECOND YEAR				13	Credits
<b>Session 4, Fall 2025</b>		<b>7</b>	<b>credits</b>	<b>Session 5, Spring 2026</b>	
<b>PTH842</b>	<b>Upper Quadrant Evaluation &amp; Management</b>	3	Coolman	<b>PTH843</b>	<b>Lower Quadrant Eval &amp; Management</b>
PTH836	Medical Screening & Clinical Differential Diagnosis	2	Allyn	PTH835	Holistic Care in Physical Therapy
PTH732	Clinical Research	2	Oakley	2	Musnick
<b>Session 6, Summer 2026</b>		<b>1</b>	<b>credits</b>		
PTH850	Supervised Clinical Practice	1	Scott		
THIRD YEAR				10	Credits
<b>Session 7, Fall 2026</b>		<b>5</b>	<b>credits</b>	<b>Session 8, Spring 2027</b>	
<b>PTH741</b>	<b>Physiological Basis for Exercise Prescription</b>	3	Aerts/Alwood	PTH830	Medical Diagnostics
<b>PTH844</b>	<b>Integrated Eval &amp; Management of the Thorax</b>	2	Pettman	<b>PTH845</b>	<b>COMT Exam</b>
				0	Coolman
<b>Session 9, Summer 2027</b>		<b>3</b>	<b>credits</b>		
PTH846	Integration of Spirituality in Healthcare	3	Dent		

<b>FOURTH YEAR</b>						<b>11</b>	<b>Credits</b>
<b>Session 10, Fall 2027</b>			<b>4</b>	<b>credits</b>	<b>Session 11, Spring 2028</b>		
PTH898	Dissertation Project	1	Oakley	PTH898	Dissertation Project	1	Oakley
<b>PTH892</b>	<b>Integrated Evaluation &amp; Management of Upper Quad</b>	3	Pettman	<b>PTH891</b>	<b>Integrated Evaluation &amp; Management of Lower Quad</b>	3	Pettman
				PTH850	Supervised Clinical Hours	1	Scott
<b>Session 12, Summer 2028</b>			<b>2</b>	<b>credits</b>			
PTH898	Dissertation Project	1	Oakley				
PTH850	Supervised Clinical Hours	1	Scott				
<b>FIFTH YEAR</b>						<b>11</b>	<b>Credits</b>
<b>Session 13, Fall 2028</b>			<b>5</b>	<b>credits</b>	<b>Session 14, Spring 2029</b>		
PTH898	Dissertation Project	1	Oakley	<b>PTH893</b>	<b>Segmental Spinal Manipulation</b>	3	Pettman
<b>PTH894</b>	<b>Integrated Advanced Clinical Reasoning</b>	2	Pettman	PTH850	Supervised Clinical Hours	1	Scott
PTH748	Educational Techniques for Healthcare Professionals	2	Centeno	PTH898	Dissertation Project	1	Oakley
<b>Session 15, To Be Arranged</b>			<b>1</b>	<b>credits</b>			
PTH898	Dissertation Project-Oral Defense	1	Oakley				
<b>PTH895</b>	<b>SMT Exam</b>	0	Pettman				
<b>*Electives</b>						<b>4</b>	

\*Student is responsible for attaining the necessary elective credits through an approved plan with the program director. These credits are not reflected on this curriculum as it will vary with each individual student

All requirements for the DScPT degree must be met according to the 2024-25 Academic Bulletin to be eligible for graduation.

## DScPT Curriculum Outline for 2024 - 2025

### Women's Health Concentration (64 Semester Credits)

**Bolded courses are courses that require on campus time.**

FIRST YEAR				23	Credits
<b>Session 1, Fall 2024</b>		<b>7</b>	<b>Credits</b>	<b>Session 2, Spring 2025</b>	
<b>PTH841</b>	<b>Gateway to Musculoskeletal Therapy</b>	3	Coolman	PTH840	Adv. Topics in Clinical Research
<b>PTH714</b>	<b>Pregnancy &amp; Postpartum</b>	2	Clinton/McKinney	<b>PTH843</b>	<b>Lower Quadrant Evaluation &amp; Management</b>
PTH732	Clinical Research	2	Oakley	PTH700	Scholarly Writing & Research
				PTH707	Leadership in Women's Health
<b>Session 3, Summer 2025</b>		<b>5</b>	<b>Credits</b>		
PTH830	Medical Diagnostics	2	Fonstad		
PTH860	Research Applications	2	Katuli		
PTH755	Female Sexual Health and Function	1	Brandon		
SECOND YEAR				19	Credits
<b>Session 4, Fall 2025</b>		<b>8</b>	<b>Credits</b>	<b>Session 5, Spring 2026</b>	
<b>PTH842</b>	<b>Upper Quadrant Eval &amp; Management</b>	3	Coolman	PTH898	Dissertation Project
PTH836	Medical Screening & Clinical Differential Diagnosis	2	Allyn	<b>PTH723</b>	<b>Pain Sci &amp; Persistent Pelvic Pain in Wom Health</b>
PTH713	Women's Health & Human Rights	1	Keyser	PTH724	Surgical and Oncological Issues in Women's Health
<b>PTH775</b>	<b>Advanced Gastrointestinal Health and Dysfunction</b>	2	Clinton	PTH744	Principles of Contemporary Leadership
<b>Session 6, Summer 2026</b>		<b>4</b>	<b>Credits</b>		
PTH898	Dissertation Project	2	Oakley		
PTH850	Supervised Clinical Practice	1	Scott		
PTH705	Lifespan Considerations in Women's Health	1	Dorington/McKinney		

<b>THIRD YEAR</b>				<b>18</b>	<b>Credits</b>
<b>Session 7, Fall 2026</b>		<b>9</b>	<b>Credits</b>	<b>Session 8, Spring 2027</b>	
<b>PTH741</b>	<b>MET-Physiological Basis for Exercise Prescription</b>	3	Aerts/Alwood	PTH716	Clinical Pharmacology
PTH898	Dissertation Project	2	Oakley	PTH855	Supervised Clinical Practice- Women's Health
<b>PTH844</b>	<b>Integrated Evaluation &amp; Management of the Thorax</b>	2	Pettman	<b>PTH845</b>	<b>COMT Exam</b>
PTH748	Educational Techniques for Healthcare Professionals	2	Centeno	<b>PTH835</b>	<b>Holistic Care in Physical Therapy</b>
<b>Session 9, Summer 2027</b>		<b>4</b>	<b>Credits</b>		
PTH898	Dissertation Project - Oral Defense	1	Oakley		
PTH846	Integration of Spirituality in Healthcare	3	Dent		
<b>*Electives</b>				<b>4</b>	<b>Credits</b>

**\*Student is responsible for attaining the necessary elective credits through an approved plan with the program director. These credits are not reflected on this curriculum as it will vary with each individual student. All requirements for the DScPT degree must be met according to the 2024-2025 Academic Bulletin to be eligible for graduation**

## DPT - DScPT Curriculum Outline for 2024 -2025 Distance

### Track 3 Orthopedic Manual Therapy Concentration (45 Credits)

**Bolded courses are courses that require on campus time**

<b>FIRST YEAR</b>				<b>11</b>	<b>Credits</b>
<b>Session 1, Fall 2024</b>		<b>5</b>	<b>credits</b>	<b>Session 2, Spring 2025</b>	
<b>PTH841</b>	<b>Gateway to Musculoskeletal Therapy</b>	3	Coolman	<b>PTH843</b>	<b>Evaluation and Management Lower Quad</b>
PTH700	Scholarly Writing & Research	2	Centeno	3	Coolman
<b>Session 3, Summer 2025</b>		<b>3</b>	<b>credits</b>		
PTH846	Integration of Spirituality in Healthcare	3	Dent		
<b>SECOND YEAR</b>				<b>11</b>	<b>Credits</b>
<b>Session 4, Fall 2025</b>		<b>6</b>	<b>credits</b>	<b>Session 5, Spring 2026</b>	
<b>PTH842</b>	<b>Evaluation &amp; Mgmt Upper Quad</b>	3	Coolman	PTH840	Statistics for Health Professions
<b>PTH844</b>	<b>Integrated Eval &amp; Mgmt of the Thorax</b>	2	Pettman	<b>PTH845</b>	<b>COMT Exam</b>
PTH850	Supervised Clinical Practice	1	Scott	0	Coolman
<b>Session 6, Summer 2026</b>		<b>2</b>	<b>credits</b>		
PTH860	Research Applications	2	Oakley		
<b>THIRD YEAR</b>				<b>11</b>	<b>Credits</b>
<b>Session 7, Fall 2026</b>		<b>3</b>	<b>credits</b>	<b>Session 8, Spring 2027</b>	
<b>PTH892</b>	<b>Integrated Eval &amp; Mgmt. Upper Quad</b>	3	Pettman	<b>PTH891</b>	<b>Integrated Eval &amp; Mgmt Lower Quad</b>
<b>Session 9, Summer 2027</b>		<b>2</b>	<b>credits</b>	PTH744	Principles of Contemporary Leadership
PTH898	Dissertation Project - Idea Paper	1	Oakley	3	Centeno
PTH850	Supervised Clinical Hours	1	Scott		

<b>FOURTH YEAR</b>				<b>10</b>	<b>Credits</b>
<b>Session 10, Fall 2027</b>		<b>3</b>	<b>credits</b>		
<b>PTH894</b>	<b>Integrated Adv Clinical Reasoning</b>	2	Pettman	<b>Session 11, Spring 2028</b>	<b>5</b> <b>credits</b>
PTH898	Dissertation Project	1	Oakley	PTH898	Dissertation Project 1 Oakley
<b>Session 12, Summer 2028</b>		<b>2</b>	<b>credits</b>	<b>PTH893</b>	<b>Segmental Spinal Manipulation</b> 3 Pettman
PTH898	Dissertation Project	1	Oakley		
PTH850	Supervised Clinical Hours	1	Scott		

<b>FIFTH YEAR</b>				<b>2</b>	<b>Credits</b>
<b>Session 13, Fall 2028</b>		<b>1</b>	<b>credit</b>		
PTH898	Dissertation Project	1	Oakley	<b>Session 14, Spring 2029</b>	<b>1</b> <b>credit</b>
PTH895	SMT Exam	0	Pettman	PTH898	Dissertation Project - Oral Defense 1 Oakley

All requirements for the DScPT degree must be met according to the 2024-25 Academic Bulletin to be eligible for graduation.



## DPT - DScPT Curriculum Outline for 2024 - 2025 Distance

### Women's Health Concentration (45 Credits)

**Bolded courses are courses that require on campus time.**

FIRST YEAR				16	Credits
<b>Session 1, Fall 2024</b>		<b>5</b>	<b>Credits</b>	<b>Session 2, Spring 2025</b>	
		8	Credits		
<b>PTH841</b>	<b>Gateway to Musculoskeletal Therapy: Lumbopelvic &amp; Cervical</b>	3	Coolman	PTH840	Advanced Topics in Clinical Research
				3	Katuli
<b>PTH714</b>	<b>Pregnancy &amp; Postpartum</b>	2	Clinton/McKinney	PTH707	Leadership in Women's Health
				3	Centeno/McKinney/ Martin
				PTH700	Scholarly Writing & Research
				2	Centeno
<b>Session 3, Summer 2025</b>		<b>3</b>	<b>Credits</b>		
PTH860	Research Applications	2	Oakley		
PTH755	Female Sexual Health & Function	1	Brandon		
SECOND YEAR				16	Credits
<b>Session 4, Fall 2025</b>		<b>7</b>	<b>Credits</b>	<b>Session 5, Spring 2026</b>	
		7	Credits		
<b>PTH842</b>	<b>Upper Quadrant Evaluation &amp; Management</b>	3	Coolman	<b>PTH843</b>	<b>Lower Quadrant Evaluation &amp; Management</b>
				3	Coolman
PTH850	Supervised Clinical Practice	1	Scott	PTH724	Surgical and Oncological Considerations in Women's Health
				1	Dorington/McKinney
PTH713	Women's Health & Human Rights	1	Keyser	PTH898	Dissertation Project
				1	Oakley
<b>PTH775</b>	<b>Advanced Gastrointestinal Health and Dysfunction</b>	2	Clinton	PTH723	Pain Science and Persistent Pelvic Pain in WH
				2	Clinton
<b>Session 6, Summer 2026</b>		<b>2</b>	<b>Credits</b>		
PTH898	Dissertation Project	1	Oakley		
PTH705	Lifespan Considerations in Women's Health	1	Dorington/McKinney		
THIRD YEAR				13	Credits

**Session 7, Fall 2026**      **5**      **Credits**

PTH898	Dissertation Project	2	Oakley
<b>PTH844</b>	<b>Integrated Eval &amp; Management of the Thorax</b>	2	Pettman
PTH855	Supervised Clinical Hours: Women's Health	1	Clinton/Scott

**Session 9, Summer 2027**      **4**      **Credits**

PTH898	Dissertation Project - Oral Defense	1	Oakley
PTH846	Integration of Spirituality in Healthcare	3	Dent

**Session 8, Spring 2027**      **4**      **Credits**

PTH898	Dissertation Project	1	Oakley
PTH744	Principles of Contemporary Leadership	3	Centeno
<b>PTH845</b>	<b>COMT Exam</b>	0	Coolman

**All requirements for the DScPT degree must be met according to the 2024-2025 Academic Bulletin to be eligible for graduation.**

## DPT - DScPT Curriculum Outline for 2024 - 2025 Distance - CMPT/COMT

### Track 5 Higher Education Teaching Concentration (40 Credits)

**Bolded courses are courses that require on campus time.**

FIRST YEAR				15 Credits			
<b>Session 1, Fall 2024</b>		<b>4</b>	<b>credits</b>	<b>Session 2, Spring 2025</b>		<b>6</b>	<b>credits</b>
PTH748	Educational Techniques for Healthcare Professionals	2	Centeno	PTH840	Statistics for Health Sciences	3	Katuli
PTH700	Scholarly Writing & Research	2	Centeno	PTH744	Principles of Contemporary Leadership	3	Centeno
<b>Session 3, Summer 2025</b>		<b>5</b>	<b>credits</b>				
PTH860	Research Applications	2	Oakley				
PTH810	Effective Assessment of Learning	3	SE Faculty				
SECOND YEAR				15 Credits			
<b>Session 4, Fall 2025</b>		<b>1</b>	<b>credit</b>	<b>Session 5, Spring 2026</b>		<b>7</b>	<b>credits</b>
PTH898	Dissertation Project - Idea Paper	1	Oakley	PTH898	Dissertation Project - IRB Proposal	1	Oakley
				PTH820	Accreditation in PT Programs	3	Ferreira
				PTH825	Course Design	3	Garcia
<b>Session 6, Summer 2026</b>		<b>7</b>	<b>credits</b>				
PTH846	Integration of Spirituality in Healthcare	3	Dent				
PTH 898	Dissertation Project	1	Oakley				
PTH806	Teaching in Higher Ed	3	Navia				
THIRD YEAR				3 Credits			
<b>Session 7, Fall 2026</b>		<b>2</b>	<b>credits</b>	<b>Session 8, Spring 2027</b>		<b>1</b>	<b>credit</b>
PTH898	Dissertation Project	2	Oakley	PTH898	Dissertation Project - Oral Defense	1	Oakley

**Electives**

**7**

**Credits**

\*Student is responsible for attaining the necessary elective credits through an approved plan with the program director.

**All requirements for the DScPT degree must be met according to the 2024-2025 Academic Bulletin to be eligible for graduation.**

## BSPT/MSPT with COMT\*\* Curriculum Outline for 2024 - 2025

### Track 4 Orthopedic Manual Therapy Concentration (59 Credits)

**Bolded courses are courses that require on campus time.**

FIRST YEAR						11	Credits
<b>Session 1, Fall 2024</b>			<b>4 credits</b>		<b>Session 2, Spring 2025</b>		
PTH732	Clinical Research	2	Centeno	PTH830	Medical Diagnostics	2	Pelto
PTH700	Scholarly Writing & Research	2	Centeno	<b>PTH891</b>	<b>Integrated Eval &amp; Management of the Lower Quad</b>	3	Pettman
<b>Session 3, Summer 2025</b>			<b>2 credits</b>				
PTH716	Clinical Pharmacology	2	Coolman				
SECOND YEAR						12	Credits
<b>Session 4, Fall 2025</b>			<b>5 credits</b>		<b>Session 5, Spring 2026</b>		
<b>PTH892</b>	<b>Integrated Eval &amp; Management Upper Quad</b>	3	Pettman	PTH840	Statistics for Health Sciences	3	Katuli
PTH836	Medical Screening & Clinical Differential Diagnosis	2	Allyn	PTH835	Holistic Care in Physical Therapy	2	Musnick
<b>Session 6, Summer 2026</b>			<b>2 credits</b>				
PTH860	Research Applications	2	Oakley				
THIRD YEAR						10	Credits
<b>Session 7, Fall 2026</b>			<b>2 credits</b>		<b>Session 8, Spring 2027</b>		
<b>PTH894</b>	<b>Integrated Advanced Clinical Reasoning</b>	2	Pettman	<b>PTH893</b>	<b>Spinal Segmental Manipulation</b>	3	Pettman
				PTH850	Supervised Clinical Hours	1	Scott
<b>Session 9, Summer 2027</b>			<b>4 credits</b>				
PTH846	Integration of Spirituality in Healthcare	3	Dent				
PTH850	Supervised Clinical Hours	1	Scott				

<b>FOURTH YEAR</b>				<b>7</b>	<b>Credits</b>
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<b>Session 10, Fall 2027</b>		<b>5 credits</b>	<b>Session 11, Spring 2028</b>		<b>1 credit</b>
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PTH898	Dissertation Project	1	Oakley	PTH898	Dissertation Project	1	Oakley
<b>PTH741</b>	<b>Physiological Basis for Exercise Prescription</b>	3	Aerts/Allwood	<b>PTH895</b>	<b>SMT Exam</b>	0	Pettman
PTH850	Supervised Clinical Hours	1	Scott				

<b>Session 12, Summer 2028</b>		<b>1 credit</b>
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PTH898	Dissertation Project	1	Oakley
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<b>FIFTH YEAR</b>				<b>8</b>	<b>Credits</b>
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<b>Session 13, Fall 2028</b>		<b>3 credits</b>	<b>Session 14, Spring 2029</b>		<b>4 credits</b>
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PTH898	Dissertation Project	1	Oakley	PTH744	Principles in Contemporary Leadership	3	Centeno
PTH748	Education Techniques for Healthcare Professionals	2	Centeno	PTH898	Dissertation Project	1	Oakley

<b>Session 15, Summer 2029</b>		<b>1 credit</b>
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PTH898	Dissertation Project - Oral Defense	1	Oakley
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<b>*Electives</b>				<b>11</b>	<b>Credits</b>
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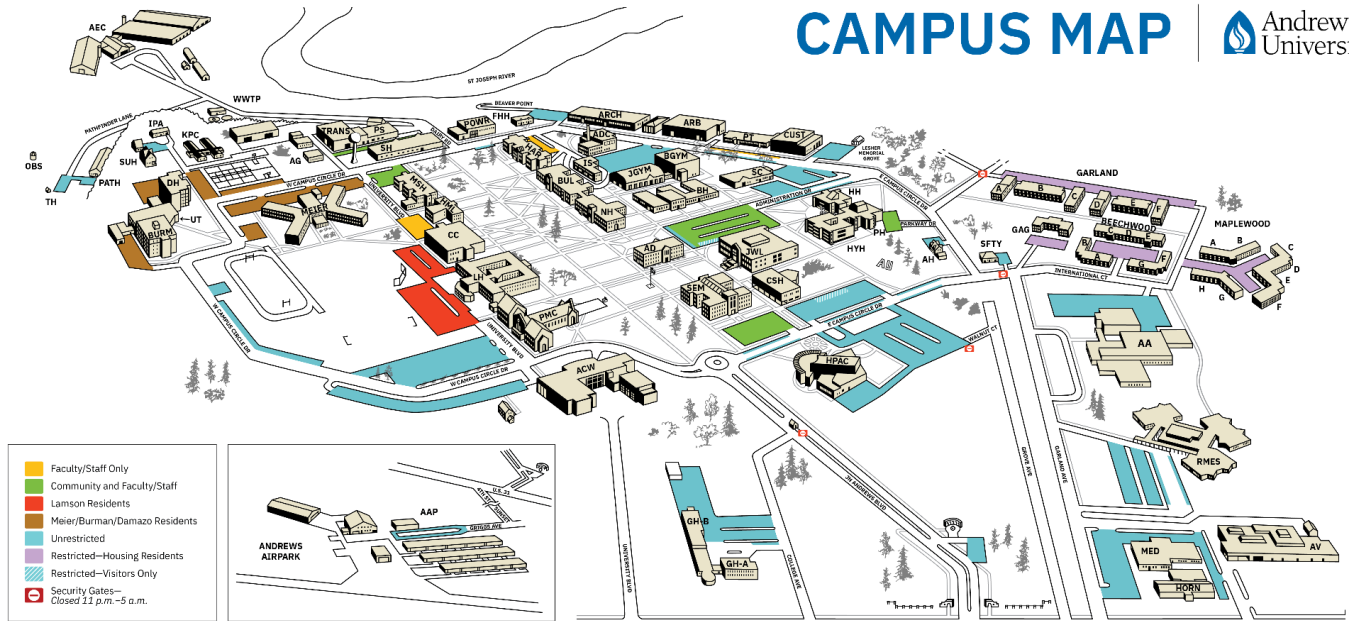
\*Student is responsible for attaining the necessary elective credits through an approved plan with the program director. These credits are not reflected on this curriculum as it will vary with each individual student.

\*\*ASPIRE COMT or equivalent

All requirements for the DScPT degree must be met according to the 2024-2025 Academic Bulletin to be eligible for graduation.

# Campus Map

# CAMPUS MAP |



- |   |  |   |   |
|---|--|---|---|
| <b>AA</b> Andrews Academy   | <b>BUL</b> Buller Hall (Behavioral Sciences, History & Political Science, International Languages & Global Studies, Religion & Biblical Languages, Research & Creative Scholarship)  | <b>HORN</b> Horn Archaeological Museum  | <b>PMC</b> Pioneer Memorial Church  |
| <b>AAP</b> Andrews Airpark (Aviation, Seamount Building, Tucker Building)   | <b>BURM</b> Burman Hall (Men's Residence)  | <b>HPAC</b> Howard Performing Arts Center (Howard Center, WAUS)   | <b>POWR</b> Power Plant   |
| <b>ACW</b> Andraesen Center for Wellness (Athletics, Pool, Recreation Center, The Wellness Club, University Wellness)   | <b>CC</b> Campus Center (Campus & Student Life, Campus Ministries, Dining Services, Student Activities & Involvement, Undergraduate Leadership, William Mutch Recreation Center)   | <b>HYH</b> Haughey Hall (Computing, Mathematics, Physics)   | <b>PS</b> Plant Services  |
| <b>AD</b> Administration Building (Academic Records, Diversity & Inclusion, Marketing & Enrollment Management, Graduate Studies, International Student Services & Programs, President, Provost, Student Financial Services) | <b>CSH</b> Chan Shun Hall (Accounting, Economics & Finance, Management, Mktg & Info Systems)   | <b>HH</b> Halenz Hall (Chemistry & Biochemistry, Medical Laboratory Sciences)   | <b>PT</b> Physical Therapy  |
| <b>ADC</b> Art & Design Center  | <b>CUST</b> Custodial Services   | <b>IPA</b> Institute for Prevention of Addictions   | <b>RMES</b> Ruth Murdoch Elementary School                                |
| <b>AEC</b> Agriculture Education Center   | <b>DH</b> Damazo Hall (Women's Residence)  | <b>IS</b> Information Services (AIM, ITS, Telecom)  | <b>SC</b> Service Center (Barbershop, Bookstore, Hair Salon, Post Office) |
| <b>AG</b> Agriculture (Greenhouse)  | <b>FHH</b> Forsyth Honors House  | <b>JGYM</b> Johnson Gym (Center for Innovation & Entrepreneurship)  | <b>SEM</b> Seminary (Seventh-day Adventist Theological Seminary)          |
| <b>AH</b> Alumni House  | <b>GAG</b> Garland Apts G (University Apartments)  | <b>JWL</b> James White Library  | <b>SFTY</b> Campus Safety   |
| <b>ARB</b> Arboretum/Grounds  | <b>GH-A</b> Griggs Hall-A (University Communication)   | <b>KPC</b> Korean Prayer Center   | <b>SH</b> Smith Hall (Sustainable Agriculture, VACD Studies)              |
| <b>ARCH</b> Architecture  | <b>GH-B</b> Griggs Hall-B (Adventist Learning Community, Development, Griggs International Academy, Off-Campus Programs, Planned Giving & Trust Services, School of Distance Education, College of Education & International Services) | <b>LH</b> Lamson Hall (Women's Residence)   | <b>SUH</b> Sutherland House (Andrews University Press)                    |
| <b>AV</b> Apple Valley Market   | <b>HAR</b> Harrigan Hall (CHHS Dean's Office Engineering, Imaging Services, LithoTech, Photography)  | <b>MEIER</b> Meier Hall (Men's Residence)   | <b>TH</b> Tubing Hill   |
| <b>BGYM</b> Bealy Gym (Gymnastics)  | <b>HML</b> Hamel Hall (Music)  | <b>MSH</b> Marsh Hall (Crayon Box, School of Population Health, Nutrition & Wellness, School of Nursing)  | <b>TRANS</b> Transportation   |
| <b>BH</b> Bell Hall (Counseling & Testing Center, Graduate Psychology & Counseling, Leadership, Teaching, Learning & Curriculum, School of Communication Sciences & Disorders)  |  | <b>NH</b> Nelthery Hall (Andrews Core Experience, English, Explore Andrews, Honors, Intensive English, School of Social Work, Student Success Center, Visual Art, Communication & Design, Writing Center) | <b>UT</b> University Towers (Guest & Convention Services)                 |
|   |  | <b>OBS</b> Robert & Lillis Kingman Observatory  | <b>WWTP</b> Wastewater Treatment Plant                                    |
|   |  | <b>PATH</b> Pathfinder Building   |   |
|   |  | <b>PH</b> Price Hall (Biology)  |   |
- E** Security Gate  
*Parking passes are required. Please pick up your free visitor parking pass at the Office of Campus Safety.*

## Physical Therapy Course Descriptions

### Foundation Curriculum

PTH 700 2 Cr  
*Scholarly Writing & Research* Centeno

This course is dedicated to the development of doctoral quality writing skills through guided practice of writing a literature review for a scientific paper in preparation for publishing work. This is a degree orientation course, which includes introduction to the degree(s), being oriented to the James White Library, including endnote training and introduction to the APTA *Guide to Physical Therapy Practice*.

PTH 716 2 Cr  
*Clinical Pharmacology* Coolman

Develops a non-prescriptive knowledge of specific medications including indications, contraindications, precautions, adverse reactions, and dosage, especially as related to physiological effects of physical therapy interventions.

PTH 732 2 Cr  
*Clinical Research* Oakley

This course provides an introduction to clinical research methods. Course content includes: formulating a research question, defining variables, designing the study, instrumentation, validity and reliability of measurement and design, data collection procedures, basic data analysis, and ethical and legal responsibilities of the researcher.

PTH 741 3 Cr  
*Physiological Basis for Exercise Prescription: Level I* Aerts/Allwood

Physiological basis for exercise prescription specifically related to the healing process. Testing strategies, formulas for exercise dosing and equipment conducive to this approach will be presented along with computer software developed to assist dosage and patient tracking.

PTH 744 3 Cr  
*Principles of Contemporary Leadership* Centeno

Leadership Theory and application of complex sciences to organizational management; exploration of key leadership roles and changing paradigm; presentation of methods to maximize personal and professional life.

PTH 748 2 Cr  
*Educational Techniques for Healthcare Professionals* Centeno

This course provides a discussion of personal spiritual values; how faith and spirituality facilitate the healing process; and how these can be incorporated into patient care. Attention will be given to discerning and addressing the spiritual needs of the patients/ clients, family members, and ancillary medical staff in a professional environment. Information is presented from a Christian perspective with the intent to understand other worldviews.

PTH 750 2 Cr  
*Professional Communication & Consulting* Centeno

An introduction to the integration of the physical therapist as a consultant. Discussion will include applying physical therapy consultation to services to individuals, business, schools, government agencies and/or other organizations.

PTH 830 2 Cr  
*Medical Diagnostics* Pelto

Addresses imaging, body chemistry values and data derived from musculoskeletal, neurologic, vascular, cardiac, and pulmonary testing with the purpose of understanding the disease process. Application of knowledge will determine differential diagnoses



PTH 835 2 Cr  
*Holistic Care in Physical Therapy* Musnick  
This course will give the physical therapist a method of analysis and a wealth of practical information to evaluate more than just mechanical factors that affect pain, symptoms, and disease progression. Application of this material will allow the therapist to be more effective with the same number of physical therapy visits. This course will provide the knowledge and skill needed to bring confidence in treating more complex patients and patients that do not respond to mechanical treatment only. Course content includes functional medicine, chronic pain physiology, traumatic brain injury and post-Concussion Syndrome, and other challenging dysfunctions physical therapists treat in the complex patient.

PTH836

PTH 840 3 Cr  
*Statistics for Health Sciences* Katuli  
The course is designed to prepare students to match research questions with study designs, perform the appropriate statistical analysis, and report results. Students use SPSS to run descriptive and inferential statistics including measures of central tendency and variability of a frequency distribution as well as tests of difference or relationship: t-tests, ANOVAs, correlations, regression analysis, Chi-square, and non-parametric equivalents.

PTH 846 2-3 Cr  
*Integration of Spirituality in Healthcare* Dent  
A discussion of individual spiritual values; spiritual values from a Christian perspective; how faith and spirituality facilitate the healing process, and how these can be incorporated into patient care. Attention will be given to discerning/addressing the spiritual needs of the patients/clients, family members and ancillary medical staff in a professional environment.

PTH 860 2 Cr  
*Research Applications* Oakley  
This course provides an in-depth review of study designs and serves to develop researchers' skills in evaluating both quantitative and qualitative research. Information is presented on grant writing and IRB application as well as disseminating completed research projects through manuscript, poster, and oral presentation.

### **Manual Therapy Curriculum via ASPIRE OMT**

PTH 841 3 Cr  
*Gateway to Musculoskeletal Therapy: Lumbopelvic & Cervical* Coolman  
Application of clinical reasoning and differential diagnosis through formulating illness scripts based upon a comprehensive musculoskeletal examination of the lumbar and cervical spines. Evaluation to determine the appropriateness of physical therapy, need for a referral for signs and symptoms of serious pathology and generation of a provisional differential diagnosis of lumbar and cervical spinal dysfunction. Appraisal and application of pain science, including acute and chronic nociceptive mechanisms through clinical scenarios. Introduction to intervention techniques and management of common spinal pathologies, including soft tissue techniques and joint articulation techniques. Introduction to neuromuscular reeducation and therapeutic exercises to reinforce manual therapy treatment. Exploration of Dr. James Cyriax principles, including selective tissue tensioning examination. Course format: blended learning with on-campus lab intensives and online requirements.

PTH 842 3 Cr  
*Upper Quadrant Evaluation and Management* Coolman  
Application of safe and effective comprehensive biomechanical musculoskeletal examination and evaluation of the upper quadrant (cervical spine, upper thoracic, shoulder, elbow, wrist, and hand). Heavy emphasis on biomechanics, introduced by Michael MacConnail and functional anatomy. Development of diagnosis and prognosis through clinical reasoning, recognition of signs and symptoms

of upper extremity pathology, formulation of differential diagnosis, demonstration of ruling out serious pathology which may mimic upper extremity musculoskeletal dysfunction. Demonstration of appropriate interventions, of the upper quadrant, utilized by the physical therapist including joint articulation stability and mobility techniques, manipulation, neuromuscular reeducation, and therapeutic exercises prescription. Course format: blended learning with on-campus lab intensives and online requirements.

PTH 843 3 Cr  
*Lower Quadrant Evaluation and Management* Coolman

Application of safe and effective comprehensive biomechanical musculoskeletal examination and evaluation of the lower quadrant (lower thoracic and lumbar spines, hip, knee, ankle and subtalar joint). Development of diagnosis and prognosis through clinical reasoning, recognition of signs and symptoms of lower extremity pathology, formulation of differential diagnosis, demonstration of ruling out serious pathology which may mimic upper extremity musculoskeletal dysfunction. Introduction to lumbar spine locking techniques to navigate complex lumbar pathologies. Demonstration of appropriate interventions, of the lower quadrant, utilized by the physical therapist including joint articulation stability and mobility techniques, specific lumbopelvic stabilization and graded mobilization techniques, manipulation, neuromuscular reeducation, and therapeutic exercises prescription. Course format: blended learning with on-campus lab intensives and online requirements.

PTH 844 2 Cr  
*Integrated Evaluation and Management: Thoracic Spine* Pettman/Coolman

Investigation of the visceral and biomechanical functions served by the thorax. Appreciation of the interplay between thoracic biomechanical and visceral problems. Analysis of essential normal function of the thoracic region for musculoskeletal health of the entire axial and appendicular skeleton. Comprehensive examination of the ribs and thoracic spine. Demonstration of interventions including mobilization and manipulative techniques, neuromuscular and therapeutic exercise prescription. Course format: blended learning with on-campus lab intensives and online requirements.

PTH 845 0 Cr  
*COMT Exam* Pettman/Coolman

This oral practical comprehensive examination requires the participant to demonstrate proficiency in clinical reasoning and differential diagnosis, including proper screening for serious pathology. Testing content includes examination, evaluation, and management techniques: cervical, thoracic, lumbar, and sacroiliac scanning examinations, Cyriax's STTT principles, localized spinal stability testing and appropriately graded mobilizations followed by neuromuscular reeducation and therapeutic exercise techniques for all spinal involvement. Additionally, surface anatomy and deep friction massage techniques to localized structures may be assessed, as well as peripheral joint stability, specific graded mobilizations and manipulations followed with the proper instruction of neuromuscular and therapeutic exercise prescription. Course format: On-campus practical examination.

PTH 850 1-4 Cr  
*Supervised Clinical Practice* Scott

Using a 3-to-1 model, students will be required to do a minimum of 60 supervised clinical hours applying hands-on techniques with patients under the supervision of an approved, certified manual therapy clinical instructor, or FAAOMP. These hours can be split into increments as agreed upon by the student and CI, however, no less than 15 hours (1 semester credit) can be registered for at any given time.

PTH 891 3 Cr  
*Integrated Evaluation and Management: Lower Quadrant* Pettman

Builds on the techniques learned in Level II and helps the student understand the kinetic chain inter-relationships in the lower quadrant. Presents advanced biomechanical tests and treatment and includes the sacroiliac and pubic joints. Discusses the integration of examination and treatment techniques.  
*Prerequisite: PTH538*

PTH 892 3 Cr  
*Integrated Evaluation and Management: Upper Quadrant* Pettman  
Builds on the techniques learned in Level II and helps the student understand the kinetic chain inter-relationships of the upper quadrant. Integrates information generated in the assessment to understand how remote dysfunctions can be causal or contributory. Advanced techniques are demonstrated along with new material on temporo-mandibular joint material and peripheral manipulation skills. *Prerequisite:*

PTH 893 3 Cr  
*Segmental Spinal Manipulation* Pettman  
Development of global comprehensive biomechanical musculoskeletal examination and evaluation skills, of the axial spine, utilized by the physical therapist in the clinical setting. Appraisal of spinal thrust indications and contraindications, development of a differential diagnosis of spinal pathology appropriate for manipulations, creation of adaptations techniques. Course format: blended learning with on-campus lab intensives and online requirements.

PTH 894 2 Cr  
*Integrated Advanced Clinical Reasoning* Pettman  
Development of a global comprehensive biomechanical musculoskeletal examination and evaluation of the entire body, incorporating regional interdependence, by the physical therapist in the clinical setting. Mastery of advanced clinical reasoning and differential diagnosis skills using a case-based approach. Formulation of evaluation, diagnosis, prognosis, and intervention while valuing regional interdependence in complex musculoskeletal dysfunctions. Course format: blended learning with on-campus lab intensives and online requirements.

PTH 895 0 Cr  
*SMT Exam* Pettman/Coolman  
This oral practical comprehensive examination requires the participant to demonstrate proficiency in clinical reasoning and differential diagnosis, including proper screening for serious pathology. Examination focuses on clinical reasoning and the quadrant inter-relationships. Testing content includes joint mobilization/ manipulation (thrust) and soft tissue techniques to all parts of appendicular/extremity and axial/spinal skeleton, in addition to shoulder and pelvic girdles, as well as temporomandibular joint. The participant will defend each technique in terms of safety, specificity and grade and will articulate to the panel the neuromuscular reeducation and therapeutic exercises utilized to enhance the patient's prognosis. Course format: On-campus practical examination.

### Higher Education Teaching Concentration

PTH806 3 Cr  
*Teaching in Higher Education* Covrig  
This course is designed to provide foundational skills and strategies to graduate students and newly hired university faculty. The course provides opportunities for exploration and practice of several instructional approaches, assessment practices, and innovation in the higher education classroom. This course offers the opportunity for participants to discuss current and relevant issues related to the profession.

PTH810 3 Cr  
*Effective Assessment of Learning* TBD  
Exploration and application of effective assessment practices and technology tools for measuring and documenting student learning and development.

PTH820 3 Cr  
*Accreditation in PT Programs* Ferreira

Exploration of the history and purpose of accreditation in physical therapy programs. Study and application of the accrediting agency requirements for physical therapy programs. Participants will have the opportunity to prepare documents required of faculty by each relevant accrediting body.

PTH825 3 Cr  
*Course Design* Garcia  
The study of specific curriculum design models to aid with the analysis, development, and improvement of curriculum at specific educational levels. Includes development of a curriculum unit and a semester-long course for adult learners.

### **Women's Health Concentration**

PTH 705 1 Cr  
*Lifespan Considerations in Women's Health* Dorrington/McKinney  
Pertinent physiological, psychosocial, and biological milestones will be addressed through childhood, adolescence, early-, middle- and late adulthood. This will lead to improved understanding of normal development and aging, as well as special considerations for wellness, athletes, and emerging health conditions for various life stages.

PTH 707 3 Cr  
*Leadership in Women's Health* Keyser  
This course serves as a foundational exploration of personal and organizational leadership to empower women at various stages of their healthcare careers to succeed in leadership positions, transforming organizations and positively impacting health outcomes. The following topics in women's leadership are included: theory and application of complexity sciences to organizational management; examination and application of leadership styles; developing talent in others to expand opportunities for women's growth; dynamic and persuasive communication; harnessing social media to promote healthcare leadership goals; emotional intelligence; building and leading teams; and negotiating difficult conversations. Additional content focused specifically on the needs of women and their relevance to leadership in women's health include Epidemiology; Population health-focused screening; Telehealth/Digital health; Health Policy; Global WH issues; Nutrition; and Self-care.

PTH 713 1 Cr  
*Women's Health and Human Rights* Keyser and McKinney  
This course provides fundamental instruction in human rights, the human right to health, and explores the meaning of applying a human rights framework to healthcare. It further applies these concepts to the experience of women and girls, addressing gender equity, gender-based violence, maternal health, and education.

PTH 714 2 Cr  
*Pregnancy and Postpartum* Clinton and McKinney  
Biopsychosocial case-based approach to maternal health for the physical therapist, from preconception through postpartum for low- and high- risk populations. Course will include current evidence and practice guidelines, physical examination, integrative interventions, and wellness. 2-3 days on-campus to include additional lecture, lab, and small group work.

PTH 723 2 Cr  
*Pain Science and Persistent Pelvic Pain in Women's Health*  
Differential diagnosis and intervention of complex pelvic pain syndromes. The current evidence in pain science application to the pelvic region including examination, differential diagnosis of peripheral vs. central mediated pain algorithms and intervention techniques specific to this population. Includes 1 day on-campus lab.

PTH 724 1 Cr  
*Surgical and Oncological Considerations in Women's Health* Newell  
Anatomical and physiological changes leading to and resulting from surgery specific to females due to oncological and other diagnoses. Presentation of the pre and post-operative course of common women's health conditions including the examination and intervention of post-surgical sequela including tissue changes, lymphedema, and wellness.

PTH 755 1 Cr  
*Female Health and Function* Brandon  
This course adopts an evidence-based and sex-positive approach to the understanding of female sexual health and function and exploring the role of the physical therapist in meaningful care related to this topic.

PTH 775 1 Cr  
*Advanced Gastrointestinal Health and Dysfunction* Clinton  
A comprehensive approach to gastrointestinal disorders including bowel and digestion dysfunction. This approach allows for the consideration of management of multiple factors including nutritional, psychosocial, medical-surgical decisions, and physical therapy examination/intervention advanced intervention. A multifactorial approach can often lead to improved management of this complex patient as a varied intervention approach may be required to be successful. A comprehensive understanding of the physiology and symptom manifestation can improve the ability to develop a comprehensive intervention strategy tailored to each patient's needs throughout the episode of care. Includes 1 day on-campus lab.

#### **Elective Curriculum**

The student may choose from the following courses to fulfill elective requirements specific to their program and track. Students may develop a personal elective plan in areas of interest.

PTH 708 2 Cr  
*Post-Operative Management of Common Orthopedic Surgeries* Elliott  
This course covers the surgical techniques, guidelines for acute postoperative management and principles needed to safely design a rehabilitation program which will enable the patient to return to their previous level of function.

PTH 709 2 Cr  
*Evidenced Based Orthopedic Clinical Practice: A Research Review* Schneider  
This course covers an up-to-date understanding of evidence supporting the evaluation and treatment of orthopedic pathologies. Keys to a working knowledge of contemporary research methodology and design along with the ability to analyze results of published studies from the perspective of statistical analysis will be presented.

PTH764 3 Cr  
*Physiological Basis for Exercise Prescription II* Aerts & Allwood  
Advanced clinical reasoning and application for precision therapeutic exercise design, dosing, and delivery. Topics: hand-held dynamometry, exercise design, optimal improvement, 4 outcome domains, lower quadrant, spine. This course is available only as blended learning with on-campus intensive and interactive online.

PTH774 3 Cr  
*Physiological Basis for Exercise Prescription III* Aerts & Allwood  
Mastery of the application of precision therapeutic exercise design, dosing, and delivery is demonstrated through a comprehensive theoretical exam and a lab-based oral practical with clinical discussion derived from case studies submitted by the student. Upon satisfactory completion, Certified Manual Exercise Therapist (CMET) credential is awarded. This course is available only as blended learning with on-campus intensive and interactive online.

PTH790 1-10 Cr  
*Topics in \_\_\_\_\_ Physical Therapy* Arranged  
Exists to allow independent direction in the elective track. Topic decided by student and advisor.

**Professional Contribution Curriculum**

PTH 788 0 Cr  
*Project Continuation* Oakley/Chair  
This course serves as a continuation to work on what was started but not completed in a previous semester. Full attention and time investment in the research process is expected to meet the outcomes from the previous semester and make progress during the current semester.

PTH 898 1-6 Cr  
*Dissertation Project* Oakley  
Serves as an essential outcome component to augment the professional development and new learning that occurs in didactic course work and demonstrates the ability of the graduate to make significant contributions to the profession and/or serve as a change agent in the field of physical therapy.

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