

Physical Therapy Department Policies and Procedures Manual

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SECTION 1

INTRODUCTION

Faculty, staff and students enrolled in one of the Physical Therapy degree programs 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 Physical Therapy Department 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 and students in the Physical Therapy 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 Physical Therapy core faculty.

1.1 Purpose of Policies and Procedures

- To protect the rights, privacy, dignity and safety of all individuals associated with the program, with specific reference to the Chair, the Academic Faculty and Staff, and the Students.
- To guide the faculty, staff and students in their behaviors.
- To further the mission and goals of the department.

1.2 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 Physical Therapy Department office.

- *Associated Faculty Handbook*
- *DPT Student Handbook*
- *DPT Student Clinical Education handbook*
- *DPT Facility Clinical Education Handbook*
- *Postprofessional Student Handbook*

SECTION 2 STUDENT ADVISING

2.1 Pre-PT

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

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

2.2 DPT

Policies regarding assignment of advisors, changing advisors and advisor responsibilities are identified in the DPT Student Handbook.

2.3 PPPT

All t-DPT/DScPT students are advised by the physical therapy postprofessional program director or his/her designee. The program director will lay out the curriculum plan and provide the course schedule for each student. Questions related to the curriculum plan are to be directed to the program director.

SECTION 3

PHYSICAL THERAPY ADMISSIONS

3.1 DPT Application Timeline

The first deadline for the Andrews University professional physical therapist education program is December 1. Applicants with an overall prerequisite GPA and science GPA of 3.3 and a score of at least 18 on their interview may be accepted prior to the December 1 deadline. Admissions requirements for all applicants are identified in Track III criteria (p. 5).

After the first deadline the department will utilize a "rolling admissions" process, where applicants will be considered when they have completed the prerequisite items, identified below, for the application process.

All application prerequisite requirements are to be at least one month before the beginning of the professional DPT program. If for some reason completion of all prerequisite requirements by this time is not possible, alternate arrangements must be approved by the Admission Director of the Physical Therapy Department. If alternate arrangements are needed, the final date to accept application materials will be one week before the beginning of the DPT program.

If a prospective student has not been accepted into the DPT program their file will be kept for one year in the PT department. After that year, the contents will be shredded. Graduate Admissions keeps all original files for three years before shredding. If, for some reason, information is needed the second or third year after application, the file will be available through the Office of Graduate Admissions.

3.2 DPT Application Components

An applicant may be considered for acceptance only after completion of: The Application, Statement of Purpose, Recommendations, Resume, transcript(s), Prerequisite Sheet and Interview. The GRE, Observation Hours Verification and final transcript(s) are due by at least one month before the beginning of the professional program, unless arrangements are made by the Admissions Director.

3.3 DPT Admissions Decisions

Once all prerequisite items are complete and the applicant has met the minimum criteria, the application will be brought to the Physical Therapy Faculty Council (PTFC) for consideration. Information presented to the PTFC will include the applicant's name, school(s), SDA affiliation, cumulative and science GPA, interview score and other academic degrees. In keeping with the university mission and dedication to Christian environment, priority will be given to SDA Christian students, when all other individual attributes are equal.

3.4 DPT Acceptance

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

Students who have been accepted will also receive a Welcome Packet which contains information needed to prepare them to enter the DPT program. This packet includes financial aid, housing, curriculum information, and a schedule for the professional program.

3.5 Deferment

1. Deferment is normally awarded for only one year to a candidate accepted in to the professional program. Deferments are given for major life events such as a death in the immediate family, or a personal event such as getting married, the birth of a child or becoming a student missionary.
2. Any other deferments must be approved by the Physical Therapy Faculty Council.
3. A plan must be in place with the Admissions Director for completion of any admissions requirements before the deferment is accepted.
4. A confirmation deposit must be in place to hold the deferred applicant's position for the next year. Students will be made aware in their Provisional Acceptance letter of where to find a copy of the *DPT Student Handbook* before sending in their deposit.
5. The Admissions Office must be informed of a current postal and email address and phone numbers where the applicant can be reached during the deferred year.
6. Student who defer prior to the start of the program are counted as part of the 36 student class size for their entering year. (Confirmation of the intent to join the program must be received six months before the start of the program.)

3.6 DPT Admissions Tracts

Track I – Guaranteed/Early Accepted for Andrews University Freshman:

Admissions to the professional physical therapist education program will be guaranteed for Andrews University pre-PT students who meet all the following criteria:

Enroll as a freshman to the College of Arts and Sciences as a pre-physical therapy major.

Complete at least 90% of prerequisite course work at Andrews University (See the DPT Prerequisite Course List) while attending full time.

Complete the Introduction to Physical Therapy course, thus fulfilling up to 50 hours of clinical observation. The balance of the required 80 hours are to be completed independently before enrolling in the professional program.

Uphold university standards and display professional behavior.

Earn a minimum science and overall GPA of 3.3.

Submit a Physical Therapy Application form, Statement of Purpose, Resume, and Prerequisite Sheet. Academic documentation (transcript) will be automatically accessed from Andrews enrollment and academic records department. The GRE and Observation Hours Verification are due one month prior to beginning the professional program unless alternate arrangements are made with the Admissions Director.

No interview is required since these students will be consistently advised by AUPT admissions staff and become well known to Andrews faculty including some PT faculty.

Submit application by December 1 deadline.

Track II – Preferred Acceptance:

Students may transfer to Andrews University to complete their prerequisite course work to positively impact selection for admission to the professional physical therapist education program (DPT). The applicant must meet the following criteria:

Complete prerequisite course work at an accredited college or university and transfer to Andrews University for at least the last semester.

Earn a minimum Science and Overall GPA of 3.3.

Uphold university standards and display professional behavior.

Submit a Physical Therapy Application form, Statement of Purpose, Resume, and Prerequisite Sheet. Academic documentation (transcript) will be automatically accessed from Andrews enrollment and academic records department. The GRE and Observation Hours Verification are due one month prior to beginning the professional program unless alternate arrangements are made with the Admissions Director.

Experience a personal interview, usually with at least one member of the Admissions Committee.

Submit application by December 1 deadline.

Track III – General Acceptance Criteria:

Students who have completed a minimum of 64 semester credits of prerequisite course work at any accredited college or university are invited to apply to the professional physical therapist education program (DPT Program) and may be eligible for admission if they meet the following criteria:

Complete the required science and general education prerequisite course and earn a minimum overall GPA of 3.00. (See the Prerequisite Course List.)

Earn a minimum Science GPA of 3.00 in the natural science prerequisite courses; at least half the natural science prerequisites must be completed before applying to the program.

Submit a Physical Therapy Application form, Statement of Purpose, Resume, and Prerequisite Sheet. Academic documentation (transcript) will be automatically accessed from Andrews enrollment and academic records department. The GRE and Observation Hours Verification is due one month prior to beginning the professional program unless alternate arrangements are made with the Admissions Director.

Experience a personal interview, usually with at least one member of the Admissions Committee.

3.7 DPT Admissions Procedure

The DPT program will accept 40 students up to one week before classes begin; no more than 38 during the last week before school begins and 36 on the first day that classes begin. It is the goal to start each class with a full class of 36 students. The following procedure will be utilized by the Physical Therapy Faculty Council in selecting DPT candidates:

1. "Guaranteed/Preferred Accepted" from Andrews University as stated above.
2. All Adventist prospective students from all schools with a 3.5 or above GPA, a 15 or above interview score and no repeats be accepted before non-Adventist students.
3. "General Acceptance" from all schools as stated above. "General Acceptance" will use the weighing factors below as guidelines to determine priority of remaining candidates and those on the alternate list.

<u>Criteria</u>	<u>Possible</u>	<u>Factor</u>	<u>Score</u>	<u>%</u>	<u>Points</u>
Science GPA	Possible (4.0)	x 125	_____	50%	500 points
Overall GPA	Possible (4.0)	x 75	_____	30%	300 points
Interview	Possible (25)	x 8	_____	20%	200 points
Total			_____	100%	1000 points
Attends Andrews			_____	+ 3%	30 points
Attends Adventist College (Other)			_____	+ 2%	20 points
SDA Student			_____	+ 1%	10 points
Deduction for each repeat			_____	- 5%	- 5 points
Final Total			=====		

Special Admissions Candidate

Qualifications: The applicant being considered for special admissions status may be qualified for consideration due to his/her "unique life experiences" which may include: advanced education or professional work experience. This person must also demonstrate outstanding character. Such experiences exhibit the potential to successfully handle graduate-level work in physical therapy education.

Requirements: Complete all application documents, including Application Form, fees, transcripts, Resume, Statement of Purpose, Recommendations and Clinical Observation Verification forms. The Admissions Director may have the flexibility to waive observation hours on an individual basis.

Turn in a professional portfolio for evaluation by the Physical Therapy Faculty Council, which demonstrates the unique life experiences and outstanding character referred to above.

Experience an interview with at least one Physical Therapy Faculty Council representative or their designee.

Receive at least a ¾ majority vote of approval by the Physical Therapy Faculty Council.

Process: A candidate for special admissions may be recommended by any member of the Physical Therapy Faculty Council. A majority vote is required for approval of the candidate.

3.8 Postprofessional Admissions

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

SECTION 4 STAFF

AUPT staff will be sufficient in number and qualifications to meet the operational needs of the department. DPT staff positions will include an administrative assistant, an operations assistant and a clinical education assistant. PPPT staff will include an administrative assistant. Andrews University General principles of non-discrimination in hiring, retention, training and promotion policies are identified in the *Andrews University Working Policy*, Section A1-1.

Information regarding the various aspects of employment are available through the AU Human Resources website at: http://www.andrews.edu/HR/emp_policies.html
All policies and procedures pertinent to staff positions are also available in the *Employee Handbook*, located at: http://www.andrews.edu/HR/emp_handbook.html

SECTION 5 EQUIPMENT and SUPPLIES

5.1 Inventory

A regular inventory of all equipment will be kept.

5.2 Purchase

PT faculty and staff are responsible for identifying equipment needs of the program. Requests for equipment should be submitted to the departmental chairperson. All requests should provide a description of the item, rationale for the purchase, estimated cost and distributor information. If multiple large requests are received, the chairperson may prioritize the purchases based upon feedback during the Physical Therapy Faculty Council.

5.3 Maintenance

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

5.4 Equipment Loans

Selected equipment can be loaned to students or other individuals for use outside of the classroom as long as the equipment is not needed at the time for teaching, research, or other assigned uses. Individuals wishing to sign out equipment will do so at the main office, signing for the equipment and providing contact information.

5.5 Hazardous Materials:

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

SECTION 6 FACILITIES

6.1 Maintenance

Maintenance of the facilities will be coordinated between AU Janitorial Services and the operations assistant. The operations assistant will arrange for student workers for cleaning identified facilities.

6.2 Access

Physical Therapy students are free to use the facilities as needed, when they are not in use for a class. Those individuals conducting research for their capstone will have priority for facilities over those simply wishing to practice skills. Access to the facilities after regular hours is allowed via use of faculty, staff or student ID, during appropriate hours. Facilities are accessible for use between the hours of 8 am to 11 pm, Sunday through Thursday, and 8 am until 2 hours 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.

6.3 Facility Extracurricular Use

The department facilities are available for extracurricular use or use by affiliated organizations, such as clinical facilities, upon request. Requests for use of the facilities should be directed to the department operations assistant. When the requested use is more extensive, the requesting party will complete a building usage agreement and provide a paid deposit to cover potential damage.

SECTION 7

PROGRAM ASSESSMENT AND PLANNING

The faculty will regularly assess the program using a variety of venues. Formal curriculum assessment and planning of the DPT program will be held on an annual basis in the Curriculum Review Meeting. Additional assessment and planning will occur in the PT Faculty Council each semester, as needed.

7.1 DPT Curriculum Review

The DPT program will hold an annual Curriculum Review Meeting. The review process will address program prerequisites, DPT courses, committee progression, instructional changes and outcomes, and graduate outcomes. Additional activities used to foster student growth are considered part of the curriculum.

Committee membership:

Voting members of the committee will include the:

Department Chair

Admissions Director

Physical Therapy Core Faculty

Selected Contract Teachers

One or two representatives from a PT clinical education faculty

One or two representatives from alumni

One or two representatives from the current student body

Additional guests may be invited, and often include the:

CAS Dean

Graduate Dean

Assistant Dean for Graduate Studies.

Responsibilities

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

Information sources

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

- Outcomes Survey Of Graduates

- Outcomes Survey Of Patients/Clients

- Outcomes Survey Of Supervisors

- NPT Exam Results

- DPT Program Graduate Exit Interview

- Clinical Performance Instrument

- Clinical Instructors' Report

- Students' Assessment Of Academic Preparation

- Clinical Instructors' Report

- Students' Assessment Of Academic Preparation

- DPT Physical Therapy Admissions Evaluation & Stats

Outcome surveys will be sent to alumni who graduated 1 year prior to the review. All committee attendees will be given a copy of Curriculum Review Document, which will include data from all the assessment tools, as well as minutes from the previous year, with the recommended plan of action. When possible, data from assessment tools, such as the NPT Exam results and exit survey, will be present for at least 3 years.

7.2 Policies and Procedures

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

7.3 Accreditation Standards

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

7.4 PT Postprofessional Curriculum Review

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

SECTION 8

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, visitors to the program, human subjects for classroom demonstration or research, and clients interacting with students at clinical facilities.

8.1 Grievance Procedures

Any person with a complaint or concern about the Physical Therapy Department 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 department chairperson or to the Dean of the College of Arts and Sciences. For the DPT program, if the nature of the concern falls into the possibility of a formal complaint to the programs accrediting body, contact the APTA's Department of Accreditation to discuss the nature of the complaint and to determine what procedures should be taken. This department can be reached by fax at 703-684-7343 or email at accreditation@apta.org.

8.2 Use of Protected Information

Information collected from fellow 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.

8.3 Human Subjects

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

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.

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

8.4 Personal Safety

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

SECTION 9

CORE FACULTY

Policies and procedures relevant to faculty are contained in Section 2 the *AU Working Policy*, available on the Andrews University Website: <http://old.andrews.edu/faculty/Section1-PRINT-PDF/Working%20Policy%20Opening%20Page.pdf>. All faculty are given on-line access to this document upon hire. In addition, new faculty will receive an orientation conducted by the AU Human Resources Department. Information regarding employment, benefits, training and other related items are available to all employees on the AU Human Resource website: <http://www.andrews.edu/HR/>.

9.1 Coordinators

Each DPT core faculty member is assigned to coordinate a track of the curriculum related to their specialty. General responsibilities of the coordinator are to manage the courses within the assigned track. This may range from teaching specific courses to arranging for associated faculty to teach specialty courses. Specific responsibilities of that faculty member will vary by the area they coordinate.

The identified tracks include:

- Behavioral Sciences
- Clinical Education
- Clinical Sciences
- Foundational Sciences
- General Medicine
- Neurology
- Orthopedics
- Research

9.2 Committee Membership and Attendance

Faculty members with at least ½ time appointments in the Physical Therapy department are automatically part of the following committees:

- Physical Therapy Faculty Council
- Physical Therapy Curriculum Review Committee

Additional committee membership within the department will be assigned as needed. The chair of any committee is responsible convene the committee and to ensure that proper minutes and follow-up are provided for any committee. The chair of any committee will bring feedback from the committee to the Physical Therapy Faculty Council as needed.

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

9.3 Faculty Assessment

Evaluation

Each Physical Therapy core faculty will be formally evaluated annually in January of each year. The purpose of this evaluation is to support the Mission and Goals of the physical therapy department by ensuring that each faculty has the knowledge base and teaching skills necessary to prepare students for contemporary clinical practice. It is the responsibility of each faculty member to provide evidence through a portfolio that the previous year's goals have been met and meet with the department chair for the purpose of developing a new professional growth plan. This plan must be approved by the department chair and, if applicable, the CAS dean. Although the process of evaluation and collection of evaluation data is ongoing, the process shall be formalized and summarized once per year.

The evaluation initiates five separate processes:

1. The Annual Faculty Activity Report (FAR, Office of Scholarly Research) which triggers payment of your annual cash bonus (if eligible) for scholarly productivity,
2. The Annual Professional Evaluation (Human Resources Office) which triggers your appropriate salary increase and your faculty appointment letter for the following year,
3. The Individual Faculty Advancement Plan (CAS Dean & Academic VP's office) for all faculty who are not already tenured full professors,
4. The Graduate Faculty Status Review (School of Graduate Studies) if applicable, and
5. The Physical Therapy Department Annual Review.

A copy of the peer evaluation, self-evaluation, Annual Faculty Activity Report, and Parts II, III, IV, and V are submitted to the CAS dean. The *Andrews University Working Policy* outlines procedures for appealing should the evaluatee feel reasons for such.

Faculty Evaluation Checksheet:

Each core faculty member must make an appointment before January 15 for their evaluation with the department chair. The following items should be included in the portfolio and presented to the department chair at least two weeks prior to your Annual Evaluation. Each faculty member is to develop a portfolio of current activities related to the previous year's goals, teaching, scholarly activity and service which includes the following items:

- All Course evaluations (in Portfolio) – Course evaluations are completed for each course by the students toward the end of each semester. Faculty teaching a course for the first time are normally not given course evaluations by students unless requested by the faculty member. Bring to the appointment: Fall evals from previous year, Spring and Summer evals from eval year.
- Graduate Exit Survey (in Portfolio + provide 1 copy) – The Graduate Exit Survey is done during the last term of the program. Results (Part II) pertaining to the faculty are typed and given to each individual faculty member when the students leave for their final clinical affiliation. Each faculty is to evaluate and utilize this feedback as appropriate and add this to their portfolio.
- Peer evaluation (in Portfolio + provide 2 copies) – Peer Evaluation forms are completed prior to the conference with the department chair. Peer evaluators are to visit the classroom, lab, or tutorial of the evaluatee as many times as necessary in order to thoroughly address all areas of classroom/lab teaching. The evaluator should document observations on the Faculty Peer Evaluation form. The two faculty will then meet to discuss and summarize the findings of the peer evaluation and sign the form signifying that the evaluation is complete.
- Faculty Scholarship Form (in Portfolio + provide 2 copies) – At the end of each calendar year each faculty member is to complete a CAPTE Faculty Scholarship Form. This includes topics of scholarly inquiry, peer-reviewed accomplishments, scholarship goals and specific activity toward those goals. These should be consistent with the scholarship goals in “Part II and with your Faculty Advancement Plan” (Part IV).
- Annual Faculty Activity Report (in Portfolio + provide 2 copies) – At the end of each calendar year each faculty member is to complete an Annual Faculty Activity Report. Scholarly activity for the year should be recorded. These activities should also be included in the updated CV.
- Self-evaluation (in Portfolio + provide 2 copies) – Faculty Self-evaluation forms are completed once a year prior to the summary conference with the department chair.
- Part I: Updated Curriculum Vitae in new format (in Portfolio + provide 2 copies) – Each faculty member will update their CV once a year with continuing education, conferences, research, etc. as appropriate.
- Part II: Annual Review of Professional Development Goals (in Portfolio) – Each faculty member is to evaluate their progress on the stated goals for the year and to develop, in consultation with the department chair, new goals for the coming year. These goals should direct the faculty member toward promotion and/or tenure. If the faculty member is already at full professor, then the goals should be toward activities to maintain this status.

Remember, these should be consistent with the Faculty Scholarship Form and with your Faculty Advancement Plan" (Part IV).

- Part III: Chair Recommendation for Salary Implementation (To be completed by chair) – The Chair Recommendation is completed by the department chair in consultation with the assistant program director and/or dean of the College of Arts and Sciences. The department chair shall conduct an evaluation interview with the faculty member. As part of this evaluation interview, the faculty member is to be provided an opportunity to read, discuss, and receive a copy of the evaluation summary. If the faculty member disagrees with any evaluation statements made thereon, he or she shall be given the opportunity to prepare a written comment that shall become part of the evaluation summary.
- Part IV: Individual Faculty Advancement Plan & Worksheet Summary for Advancement Planning (All those seeking future advancement or continuous appointment) – Prepare an Individual Faculty Advancement Plan to review with your chair. Year 1 should be in harmony with what you have entered as suggested goals for the next year.
- Part V: Chair and Dean Recommendation for Graduate Faculty Status (if applicable) – Each faculty member is to check whether they are listed for review of Graduate Status each year. If up for review this current year they are to give Part V to their chair for completion prior to their annual review so it may be discussed at that time.

Academic Coordinator of Clinical Education (ACCE) Evaluation:

The purpose of the ACCE evaluation process is to give formative feedback to the ACCE on his/her performance as coordinator of the total clinical education program. The following forms replace the "Course Evaluation" forms, however all other forms remain the same.

- Center Coordinator of Clinical Education (CCCE) Evaluation of the ACCE Summary (in portfolio) – Once a year during summer semester all CCCEs with which the respective program maintains contracts and send students complete an evaluation of the ACCE. The ACCE or clinical education assistant provides a set of labels to the department chair at a time designated by the department chair. The administrative assistant mails out, collects and tallies the results and gives them to the department chair for review. The department chair reviews these evaluations with the ACCE. The results are submitted and discussed as part of the ACCE's portfolio during the Annual Evaluation process.
- Student Evaluation of the ACCE Summary (in portfolio) – Once a year during their final academic term students complete an evaluation of the ACCE. The administrative assistant tallies the results and gives them to the department chair for review. The department chair reviews these evaluations with the ACCE. The results are submitted and discussed as part of the ACCE's portfolio during the Annual Evaluation process.

Research Coordinator Evaluation:

Research Coordinator Evaluation Summary (in portfolio) – The purpose of this evaluation is to give the research coordinator feedback on communication and support throughout the capstone project. The "Research Coordinator Evaluation" form is completed annually by students in their final year of the program. These evaluations should be distributed to the students by the research coordinator. The coordinator will designate a student to return them to the administrative assistant who tallies the results. The department chair summarizes and returns these results to the research coordinator who adds them to their portfolio for submission during the Annual Evaluation process.

Department Chair Evaluation:

Department Chair Evaluation Summary (in portfolio) – Department chair evaluations are completed once a year by all physical therapy department core and associated faculty, and staff who report directly to the department chair. The Department Chair Evaluation forms give formative feedback on communication, leadership, and management of the physical therapy department. These evaluation forms are turned in to the administrative assistant in a sealed envelope. The administrative assistant tallies the results and turns them over to the dean. The dean summarizes and reviews these evaluations with the department chair, as part of the Annual Evaluation process.

Evaluation Process:

Throughout the year, each faculty member is responsible to direct their activities towards completing their personal goals developed for that year and to collect assessment data which shows evidence of goal completion as well as excellence in teaching, scholarly activity and service. This evidence, along with a draft of the faculty member's goals for the new year should be included in the portfolio and given to the department chair at least two weeks prior to your annual evaluation meeting. The department chair and the assistant program director will review the portfolio during this time. During the evaluation meeting the participants will discuss the faculty member's performance on the past year goals, and teaching, scholarly and service activities. Goals for the coming year will be negotiated and finalized as well. After the evaluation meeting the department chair will complete the "Department Chair Evaluation of Faculty," a "Chair Recommendation for Salary," and when appropriate, a "Chair and Dean Recommendation for Graduate Faculty Status." Copies of complete forms will be distributed as follows:

Department File

Part IV (if applicable)
Part V
Part III
Part II
Dept Chair Evaluation of Faculty
Faculty Self-Evaluation
Faculty Scholarship Form
Faculty Peer Evaluation
Graduate Exit Interview
CV
Faculty Research/Creative Activity Report
Course Evaluations

Dean's Office

Part V (if applicable)
Part IV (if applicable)
Part III
Part II
Dept Chair Evaluation of Faculty
Faculty Self-Evaluation
Faculty Scholarship Form
Faculty Peer Evaluation
CV
Faculty Research/Creativity Report

9.4 Office Hours

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

9.5 Workload

Core faculty workload determination is outlined within the AU working policy in section 2:376.2 (p. 98). The typical expectation for division of the workload is 70% teaching and 30% scholarly and service activity (10% minimum for each).

SECTION 10 ASSOCIATED FACULTY

10.1 Associated Faculty Handbook

Upon employment, all DPT associated faculty who teach 50% or more of a course are given a copy of the *Physical Therapy Associated Faculty Handbook*, which identifies university and departmental resources, expectations, policies, and procedures. The program administrator is responsible to review this handbook with the associated faculty.

10.2 Associated Faculty Assessment

To improve teaching, all associated faculty who teach 50% or more of a course will be assessed through a course evaluation completed by the students near the end of each semester. The program administrator will summarize the results of the evaluation and provide this feedback to the associate faculty member for their personal growth and to improve teaching effectiveness and future interaction with students. Copies of these evaluations are sent to the Dean of the College of Arts and Sciences and the associated faculty member's personnel file.

All associated faculty who teach less than 50% of a course are under the guidance and supervision of the course coordinator and/or course instructor. It is expected that the course coordinator/instructor will guide and mentor their respective associated faculty members as no formal teacher evaluation is required.

SECTION 11 STUDENTS

11.1 Communication

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

11.2 Prospective Students

Information regarding the physical therapy programs will be available to all students in several forms. The AUPT web site will include information regarding admissions and will have a link to the PT Student Handbooks, which cover expectations relevant to students.

11.3 Accepted and Enrolled Students

Students who are accepted into one of the Physical Therapy department programs will have access to the policies and procedures and appropriate student handbooks on-line, as well as in written format. During orientation all Physical Therapy students will be given a copy of the appropriate *PT Student Handbook* and the *AU Student Handbook*. The program administrator, or designee, will review contents of the handbook with the students at orientation. Students will be asked to sign a general informed consent form, a release of information form and verify that they have received and agree to abide by the policies and procedures outlined in their PT Student Handbook.

11.4 Student Handbooks

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

11.5 Recruiter Access to Students

If a facility wants to come on campus to meet with DPT students, the request will be forwarded to the clinical education assistant. If the facility has a clinical education contract with the program, and has offered clinical affiliations and/or practicums for the current year, then the ACCE will review the request for final approval and coordinate with the operations assistant for scheduling and the use of the facility.

SECTION 12

CLINICAL EDUCATION (DPT)

12.1 Affiliations

The Academic Coordinator for Clinical Education (ACCE) is responsible for the clinical education component of the DPT curriculum. This includes planning, coordinating, facilitating, administering and monitoring activities related to the clinical affiliations and practicum.

12.2 Communications

The ACCE will hold educational sessions prior to the clinical experiences to inform the students about the policies and procedures relevant to that portion of their education. All students will be given a *DPT Student Clinical Education Handbook*, which will be reviewed with them during the educational sessions.

The ACCE will communicate the clinical education expectations to the clinical facilities through the *DPT Facility Clinical Education Handbook*, personal visits, letters or other appropriate means of communication.

12.3 Clinical Education Handbooks

Clinical education policies and procedures are given to the students in the *DPT Student Clinical Education Handbook* and Section 20 of the *DPT Student Handbook*. Relevant policies and procedures are given to the clinical faculty in the *DPT Facility Clinical Education Handbook*.