Entry-Level Doctor of Physical Therapy Student Handbook

2026

School of Rehabilitation Sciences
Berrien Springs, Michigan 49104
(269) 471-6033

Dear DPT Students:

Welcome to the Andrews University School of Rehabilitation Sciences in Berrien Springs, Michigan. You have been selected to be a part of a physical therapist program which fosters excellence. As part of the Entry-Level DPT program, you have the opportunity to learn the skills necessary to become an excellent physical therapist while studying within a caring Christian environment. We are here to help you have a totally rewarding experience.

In accordance with the Seventh-day Adventist Church, Andrews University desires to provide students with an opportunity for professional physical therapist education within a conservative Christian environment. We encourage your Spiritual growth through prayer, scripture, mentorship and sharing our faith. The university has regularly scheduled activities like chapel, week of prayer, weekly Bible study and worship services. In celebration of the Sabbath, the program facilities are closed from sundown Friday to sundown Saturday. We prayerfully approach decisions about the program and God continues to faithfully bless us with wonderful students! Our intent is to educate students for generous service to others with a faithful witness to Christ. We feel it is important for you to understand and hopefully embrace both our mission, "To empower students who dream of becoming excellent physical therapists" – and our Core Values: 1) Family Spirit, 2) Servant's Heart, and 3) Inquisitive Mind. Our mission is achieved and our core values upheld through our uniquely Christian-based program. The program faculty, staff, and students have a sense of caring and belonging; we hope you experience this too. We encourage you to share how Christ, in your life, has empowered you.

We want your experience at Andrews to be a positive one. The operations of the Doctor of Physical Therapy program are covered under the Andrews University Working Policy. This handbook is intended as a companion to the Andrews University Student Handbook. This handbook is not intended to replace the Andrews University Student Handbook. The DPT Student Handbook will assist you while in the program and is regularly updated to answer questions you may have with respect to your responsibilities. It will also help you become aware of our expectations of you. Please acquaint yourself with the policies and instructions given in both. You will be held accountable for abiding by all items related to your particular situation(s). The Andrews University Student Handbook can be found at https://cmspreview.andrews.edu/services/studentlife/handbook/.

During orientation, you will be given a form to sign which authorizes the release of specific information and verifies that you are responsible for the information contained in this handbook and any updates during your time in the program. Additionally, PTH501 DPT Orientation includes quizzes over the content of the DPT Handbook to assist you in developing a working knowledge of the DPT program.

Please consult with your faculty advisor, school staff, or me if you have questions relating to this handbook or the School of Rehabilitation Sciences here at Andrews University. I am a graduate of this program myself and I understand, as a former student and a faculty member, what a uniquely encouraging place AU is to become the excellent physical therapist you dream of being!

Cordially,

Kim Ferreira, PT, PhD
DPT Program Director, School of Rehabilitation Sciences, Chair
Phone: 269-471-6033
Email: kimferreira@andrews.edu

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Introduction to Andrews University

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

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

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

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

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

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

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

Please consult with the School Chair if you have questions relating to this handbook or the School of Rehabilitation Sciences here at Andrews University.

[1] 2026-2027 Andrews University Academic Bulletin, Vol. 114

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 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 Physical Therapy Department 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 Department of Physical Therapy 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.

Also at that time, 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. Additionally, 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.

In the Postprofessional arena, 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 (DScPT). 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 orthopedic manual physical therapy. The tDPT and the DScPT were designed to be hybrid programs with most of the 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 grew steadily until 2020 and included physical therapists from Costa Rica, India, Italy, Pakistan, Nigeria, Saudi Arabia, United Arab Emirates. The cultural and ethnic diversity the tDPT students bring has deeply enriched our academic and social experiences as a School. While the current restrictions on student visas have limited the number of tDPT students, we are hopeful the enrollment will improve again soon.

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 COMT manual therapy courses. 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. DScPT graduates serve their patients as master clinicians and many are faculty in entry-level and postprofessional programs across North America and around the globe.

The Physical Therapy Department's continued growth allowed for the designation of School of Rehabilitation Sciences in 2019 in recognition of the significant growth in degrees offered and number of students enrolled. With the addition of a Doctor of Science in Occupational Therapy (DScOT) in 2021 and the entry-level doctoral degree program in Occupational Therapy (OTD) in 2026, 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 and the OTD program is for those seeking an entry-level degree in Occupational Therapy. Further expansion took place in July 2026 when the university restructured and added the Speech & Hearing programs to the School of Rehabilitation Sciences.

The School of Rehabilitation Science now offers:

- Bachelor of Science in Rehabilitation Sciences with pre-PT or pre-OT concentration
- Doctor of Physical Therapy (DPT) – entry-level PT degree
- Postprofessional DPT (PP-DPT formerly tDPT) – for PTs with BSPT or MSPT degrees
- Doctor of Science in Physical Therapy (DScPT) – advanced terminal PT degree
- Occupational Therapy Doctorate (OTD)- entry-level OT degree
- Doctor of Science in Occupational Therapy (DScOT) – advanced terminal OT degree
- Bachelor of Science in Speech-Language Pathology and Audiology
- Master of Science in Speech-Language Pathology

These degree programs reflect Andrews University's transformation from a single master's-level PT program into a comprehensive School of Rehabilitation Sciences offering multiple degree programs and serving a diverse national and international student population.

1. MISSION, GOALS AND STANDARDS

1.1. Andrews University Mission

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

Seek Knowledge as they

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

Affirm Faith as they

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

Change the World as they go forth to

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

1.2. College of Health and Human Services Mission

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

1.3. College Vision Statement

Global leaders in healthcare, wellness, and design.

1.4. School Vision Statement

Uniting Christian Values and Healthcare Education

1.5. DPT Mission

To empower students to become excellent physical therapists who integrate Christian values while fostering personal care and professional growth in an ever-changing healthcare landscape.
In accordance with the Andrews University mission, our mission provides a quality Physical Therapist education where students seek knowledge while affirming their faith within a cooperative learning environment that promotes Christian values and prepares them to change the world.

1.6. School Core Values

Exemplify Christian values through:

Family Spirit

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

Servant Heart

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

Inquisitive Mind

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

[2] 2026-2027 Andrews University Academic Bulletin, Vol. 114

1.7. Entry-Level DPT Statement of Philosophy

The Entry-Level Doctor of Physical Therapy program affirms the mission and values of Andrews University and the College of Health and Human Services in its desire to provide excellence in education that fosters collaboration, research, and service, thus promoting the healing ministry of Jesus Christ to restore in humanity the image of God.

The Andrews University School of Rehabilitation Sciences is committed to excellence in Christian healthcare education by training individuals to become physical therapists who provide evidence-based service throughout the continuum of care.

1.7.1. The DPT Curriculum Plan

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

The DPT curriculum is designed to encourage collaborative attitudes while fostering independent learning. It begins with the foundation sciences, basic assessment and intervention skills then progresses to the more complex systems approach with specialty practice areas and research interwoven where appropriate. The curriculum culminates with the clinical education component.

The DPT Program is sensitive to the interests and changing needs of practitioners, patients, clients, families, caregivers, healthcare and educational systems, and to society at large. This is especially essential within an ever-changing 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 patients/clients

1.7.2. The DPT Graduate Philosophy

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

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

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

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

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

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

1.8. DPT Program Goals

To achieve the School of Rehabilitation Sciences mission, the DPT program offers professional physical therapy education that:

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

1.9. DPT Faculty Goals

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

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

1.10. DPT Student Learning Outcomes

In accordance with the School of Rehabilitation Sciences mission and program goals, DPT graduates will:

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

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

1.11. Student Technical Standards of Performance

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

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

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

1.11.1. Psychomotor Skills:

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

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

1.11.2. Cognitive Skills

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

1.11.3. Communication Skills

1. Effectively communicate information and safety concerns with other students, teachers, clients, peers, staff and personnel by asking questions, giving information, explaining conditions and procedures, or teaching home programs. These all need to be done in a timely manner and within the acceptable norms of academic and clinical settings.
2. Receive and interpret written communication in both academic and clinical settings in a timely manner.
3. Receive and send verbal communication in life threatening situations in a timely manner within the acceptable norms of clinical settings.

4. Physical Therapy education presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to communicate quickly, effectively and efficiently in oral and written English with all members of the health care team.

1.11.4. Behavioral Skills

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

2. OPERATIONS

2.1. Faculty & Staff

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

School Chair & DPT Program Director
Kim Ferreira, PT, PhD
Professor
(269) 471-6033

Director of Clinical Education
William Scott, PT, PhD
Assistant Professor
(269) 471-6034

Curriculum Coordinator
Michelle Allyn, PT, DSc, CMPT, COMT
Associate Professor
(269)471-3160

Orthopedic Coordinator
Greg Almeter, PT, DSc, OCS, CMPT
Associate Professor
(269) 471-6552

Clinical Science Coordinator
Gerson DeLeon, PT, DPT
Assistant Professor
(269) 471-6076

Behavioral Science Coordinator
Nathan Hess, PT, DPT
Assistant Professor
(269) 471-6372

Research Coordinator
Sozina Katuli, MPH, DrPH
Associate Professor
(269) 471-3588

Foundation Science Coordinator
Ryan T. Orrison, PT, PhD, OCS
Associate Professor
(269) 471-3206

General Medicine Coordinator
Letrisha Stallard PT, DPT
Assistant Professor
(269) 471-6073

Neurology Coordinator
Jean Lee, PT, DPT, PhD
Associate Professor
269-471-6491

Postprofessional Research Coordinator, Post Professional Programs Director
Dae-Eil Chong, PT, DPT, DScPT
(269) 471-6301

Postprofessional Operations Coordinator & Advisor
Michele Keyes
(269) 471-6305

OTD/ DPT Admissions Coordinator & Pre-OT/PT Advisor
Monica Cervantes
(269) 471-6490

Administrative Assistant
Heather Trutwein
(269) 471-6033

Operations & Clinical Education Assistant
Autumn Ravenwood
(269) 471-6061

OTD & DScOT Director
Dovison Kereri, OT, PhD
(269) 471-6470

OTD Doctoral Capstone Coordinator
Julie Garcia, OTD, OTR/L

OTD Academic Fieldwork Coordinator
Lisa Royster, OTD, OTR/L

Professor Emeriti:

John Carlos Jr., PT, PhD
Betty Oakley, PT, DHSc
Lee Olson, MPT, DC
Wayne Perry, PT, PhD
David Village, PT, DHSc, GCS

*During a pandemic all supplemental University pandemic policies supersede policies in this handbook.

2.1.1. Program Office Personnel

A physical therapist education program of this magnitude has several major areas of operation that require concentrated administrative attention. The three assistants in the Andrews University School of Rehabilitation Sciences each have specific administrative responsibilities vital to the day-to-day operations of the school and the program on this campus.

2.1.2. Administrative Assistant

The full-time administrative assistant is primarily responsible to the department chair. Responsibilities include:

- Assists the School Chair in monitoring all activities required by the accrediting bodies. These include biannual reports, progress reports, self-study reports and surveys.
- Maintains program files, including curriculum files, student academic files, faculty/staff personnel files and accreditation files.
- Organizes Curriculum Committee meeting.
- Creates Curriculum/Program Outlines for each class.
- Coordinates the information between school and university administration.
- Coordinates and schedules appointments for the chair.
- Manages correspondence for the chair.
- Coordinates and processes all faculty licensure and professional memberships.
- Assist the chair by updating the School Handbook on an annual basis, and the Associated Faculty Handbook as necessary.
- Submits revisions for the AU Academic Bulletin copy information and Course Scheduler via Curriculog and Acalog.
- Assists chair in monitoring the academic standing of program students.
- Manages all arrangements, confirmation, and financial paperwork for all contract faculty and guest instructors.
- Coordinates the annual update of curriculum vitas and abbreviated resumes for all regular faculty, contract faculty and guest lecturers.
- Coordinates, collects and tallies Course Evaluations each semester.
- Prepares and processes annual faculty evaluations.
- Prepares and processes annual Alumni Survey and formats results for the Curriculum Committee.
- Prepares and processes annual Graduate Exit Survey.
- Assists the School Chair in generating and monitoring program budgets.
- Inventories and validates all school expenses.
- Coordinates the reimbursement process for all contract faculty, guest lecturers and graduate assistants.
- Processes program expense reports per department record management guidelines.
- Coordinates financial arrangements and program budget for graduate assistants.
- Monitors student club accounts and initiates disbursement to class accounts.
- Advises and assists with financial processes for the Graduate Banquet and White Coat Ceremony.
- Processes graduate student research reimbursement.
- Coordinates and processes student scholarship awards.
- Processes donations and disbursements of private gifts and contributions.
- Handles specific student concerns and assists students to make appointments with the chair, faculty and/or their respective advisors.
- Assists with registration and orientation day activities for first-year students in the professional program.
- Serves as recording secretary for the: SRS Faculty Council and SRS Professional Degree Council.
- Serves as team leader for the full-time support staff.
- Manages department graduate assistants and student workers.

2.1.3. Operations & Clinical Education Assistant

The full-time operations assistant is responsible to the School Chair. Responsibilities include:

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

Clinical Education:

- Organizes and maintains electronic filing system for accreditation documents in program G drive.
- Works with and maintains data management for clinical education program.
- Maintains documentation of processes and procedures for clinical education handbooks.
- Maintains clinical faculty and students' electronic and hard copy files as required by accreditation.
- Assists the School Chair and DCE by updating the *Clinical Education Handbook* and uploads to the web and distributes hard copy as appropriate.
- Assists the DCE with preparation for all courses and clinical education meetings.
- Assists the DCE with arrangements for clinical education experiences.

- Maintains and updates required documents (clinical site information form, contract, and slot request form) with all clinical facilities and follows up on overdue clinical education materials from students and facilities.
- Assists the DCE with arrangements and contracts for new clinical sites.
- Arranges liability insurance for clinical facilities.
- Gathers, prepares, and monitors clinical education information required for accreditation and the *Self-Study Reports*.
- Assists the DCE in preparation of reports for curriculum review committee.
- Maintains clinical education files according to department records management guidelines.
- Maintains and updates the clinical education database and online clinical assessment tools.
- Assists the DCE with all correspondence with students, faculty and clinical facilities.
- Plan and organize an annual CPR certification course and physical exam for students.
- Monitors health records, CPR status, and all other clinical education requirements of students.
- Files incident reports for students injured while on clinicals.
- Processes student paperwork on completion of clinical experience and follows up with students or facilities as needed to obtain required paperwork.
- Processes all licensure paperwork for students and alumni applying for PT license(s).
- Assist DCE to coordinate activities for Alumni Weekend, including the continuing education seminar.

Financial:

- Process all School purchase orders and non-teaching-related check requests and process invoices for payment.
- Time keeper –monitors and approves labor hours for staff, graduate assistants and student workers.
- Processes all charges to student accounts.
- Processes paperwork for program office and lab equipment service contracts.
- Monitors and approves invoices and payments.
- Assists students with financial processes for APTA memberships
- Assists the DCE in preparation, monitoring and processing of budget related to clinical education
- expenses
- Accepts and processes all financing related to clinical education and/or alumni continuing education seminars

2.1.4. Admissions Office Personnel

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

1. Follows admissions procedures as outlined by the SRS Faculty Council.
2. Ensures that applicants to the Occupational and Physical Therapy programs are qualified for admission before recommending them to the SRS Faculty Council.
3. Effectively communicates with the university enrollment services, the graduate admissions office, the School of Rehabilitation Sciences Chair, faculty and staff on admissions policies, procedures and strategies.
4. Carries responsibility for the development of all admissions materials for the School of Rehabilitation Sciences.
5. Serves as the first line of communication for potential program applicants.
6. Advises on-campus and off-campus students regarding the occupational and physical therapy profession admissions requirements including prerequisite courses.
7. Oversees logistics for program admissions.
8. Brings recommended changes of admission policies/procedures to the School Chair for approval.

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, is 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 Doctor of 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.

2.2.1. Purpose of Policies and Procedures

- To protect the rights, privacy, dignity and safety of all individuals associated with the program, with specific reference to the chair, the academic faculty and staff, and the students.
- To guide the faculty, staff and students in their behaviors.
- To further the mission and goals of the 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
- DPT Student Handbook
- DPT Clinical Education handbook
- Postprofessional Student 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, 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 online.

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. Student Rights and Responsibilities

All 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 online: https://www.andrews.edu/services/studentlife/handbook.
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. In the event of a dispute, due process will be followed. Due process is the legal and procedural rights that ensure fairness when a student's right to an education is affected, or when disputes arise between student(s) and the University. This section only briefly introduces the reader to some of these rights. For more specific information, see the Andrews University Student Handbook.

2.5. Health Risk Situations

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

2.5.1. Withdrawal

If the student chooses to drop out of the program until the health situation clears, the Academic Policies and Procedures section of this handbook will be followed for exiting and reentering the program (the School of Rehabilitation Sciences

Faculty Council reviews these situations). A statement from the student's physician will be necessary to document the reasons.

2.5.2. Informed Consent

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

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

2.6. General Complaint Procedure

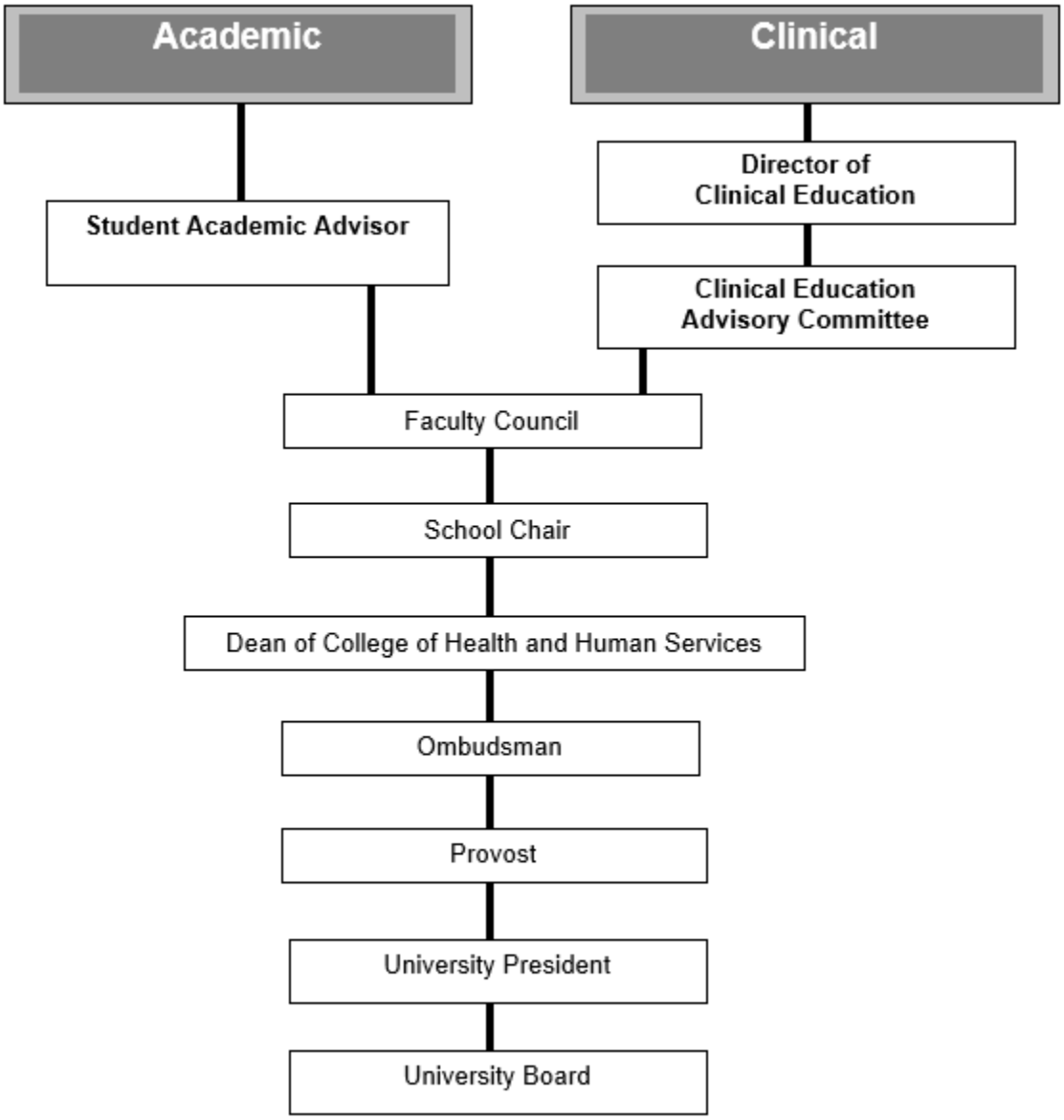
A student with a complaint or concern about the School of Rehabilitation Sciences or one of its policies, programs, faculty, staff or students will be asked to submit their concern in writing to the Program Director. People with a verbal complaint/concern should be asked to submit their issues in writing to the School Chairperson or to the Dean of the College of Health and Human Services. 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 Commission on Accreditation in Physical Therapy Education (CAPTE) to discuss the nature of the complaint and to determine what procedures should be taken. This department can be reached by phone at 703-706-3245 or email at accreditationsupport@apta.org. More information can be found on their website https://www.capteonline.org/faculty-and-program-resources/complaints

2.7. Problem Resolution

Several things should be noted:

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

4. If a student is dismissed from the PT program and believes there were extenuating circumstances that override policy, AND due process was not followed, 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. If the nature of the concern falls into the possibility of a formal complaint to the schools accrediting body, contact the APTA's Department of Accreditation to discuss the nature of the complaint and to determine what procedures should be taken. The department can be reached by phone at 703-706-3245 or email at accreditationsupport@apta.org.

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. For clinical concerns, please refer to the Clinical Education Syllabus. 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, School Chair, CHHS dean, or vice president for student affairs, in that order, unless one of the above is suspect in which case start with the one higher up (see University Student Handbook for more specific information).

2.10. 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. [3]

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: https://www.hhs.gov/regulations/index.html). As such, the information cannot be used for any other purpose than direct health care. Use of protected information for any other purposes requires 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 assistant, and completed forms should be placed in the course curriculum file.

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

Policies and procedures for the use of human subjects in research is under the oversight of the Andrews University Institutional Review Board (IRB). Prior to research with human subjects, a research proposal and application must be submitted to the IRB, in keeping with federal guidelines. Subject information is confidential and must be properly protected. See Section 4.21.4.

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. [4]

[3] AU Working Policy 2:166
[4] AU Working Policy 2:153

2.14. Personal Safety

Faculty, staff and students should follow Standard Precautions, as identified by the Centers for Disease Control, available at: https://www.cdc.gov/infection-control/hcp/basics/index.html , when there is the possibility of contact with body fluids or potential contaminant. This policy will be presented in the DPT Student Handbook and DPT students will be taught Standard and Transmission-Based Precautions during their first semester in the program. See Section 2.69.5.

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. [5]

The department 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 Electronics Use

Screen use can interfere with the establishment of a productive learning environment. Therefore, cell phones, iPad/tablet, laptop, 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.

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, 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

[5] AU Working Policy 2:167:2

school. 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:

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

Facilities are accessible for use between the hours of 8 am to 11 pm, Sunday through Thursday, and 8 am until 1 hour before sundown on Friday. Use of the building on Friday evening or Saturday is restricted to appropriate Sabbath activities, and must be approved through the school 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 be take into account the student's schedules and typically should range between 3 – 5 hours per week during the semester. During a pandemic office hours will be remote or outside to allow for adequate distancing.

2.22. Student Use of Facilities

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

2.22.1. 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 uses it for special events. Both school 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

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

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

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

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

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

1. Anatomy students are required to wear a full-length white lab coat whenever working with the cadavers or any other human material (hearts, brains, etc.).
2. When handling human anatomical subjects, students are encouraged to wear either vinyl or nitrile examination gloves.
3. The specimens, embalming and moistening solutions, if used properly, should pose no health hazards to the student. Death from an infectious disease is cause for rejection of a specimen. The moistening solution contains fungi-static and surfactant-like compounds. The MSDS for these solutions are on file in the program office and are posted in the laboratory. The instructor will review the MSDS with the students and point out their locations. Each student must then take responsibility for being knowledgeable with respect to their content and location.
4. The anatomy laboratory has an independent air exchange system. The labeled switches in the laboratory activate this system. The students are made aware that these switches must be turned on whenever anatomical specimens are opened for study.
5. Sometimes it is necessary for the student to remove a skeletal structure (clavicle, rib, or mandible) from a cadaver. This requires use of an autopsy (Stryker) saw. Students are not allowed to use these saws without prior training and approval by the anatomy laboratory instructor. Any use of the saw requires that the operator wear a dust/mist respirator and a plastic face shield protecting against the potential spray of miscellaneous fluids or dust particles. **FLUSH EYES IMMEDIATELY IF CONTAMINATED** and notify the laboratory instructor.
6. Should a student cut him/herself with a bone fragment or while dissecting, they should take normal precautions by washing the wound thoroughly and notifying the laboratory instructor. First aid materials are readily available in the lab.
7. Instruments dropped on the floor must be washed immediately and rinsed with the alcohol provided. Failure to follow these procedures may result in mold growth on a specimen, rendering it unsatisfactory for further study.
8. At the end of each laboratory session the specimen must be draped with the terry cloth toweling along with the closure of zippered bags and table tops.

2.22.3. Use of Bicycles, Roller-skates, Rollerblades, Skateboards, etc.

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

2.22.4. Pets

Pets of any kind are not permitted in the physical therapy building. Documented & certified service pets may be allowed with permission from the School Chair.

2.22.5. Student Computer Resources

DPT students are required to have their own personal computer, although the University does maintain two computer labs on campus—in Haughey Hall (Science Complex) and Chan Shun Hall; both having computer resources

available to students. In addition, the School of Rehabilitation Sciences (SRS) maintains a small computer lab for physical therapy students only. Internet access may be gained in any of these locations and through the AU-secure wireless network on your personal computer. Only students in SRS programs are permitted to use the computer lab, no other persons are permitted. It should be considered a privilege to have access to this lab. If you see someone other than a SRS student in this lab, please report it to the program office immediately. If this is not tightly controlled, the lab may be closed. Students are required to have their own personal computer.

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. Students are not permitted to use the exercise equipment, (i.e. the exercise bikes, ergometers and treadmill) for personal routine exercising. This does add considerable wear to the equipment. Students have access to the university Andreasen Center for Wellness and are encouraged to use the beautiful facility.

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, Ortho 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 school requests students to turn off lights, close windows and doors upon leaving the building after office hours. Do not prop exterior doors open at anytime.**

2.22.8. Student Lockers

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

2.23. Bulletin Boards

Bulletin boards are provided for student information.

2.23.1. Program Bulletin Board

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

2.23.2. Career Opportunities, Housing, Licensure and Scholarship Bulletin Board

This bulletin board (located near the drinking fountain) is for current listings of job openings in the field of physical therapy as well as for housing availability, licensure information and scholarship opportunities.

2.23.3. Student Bulletin Boards

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

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

2.24. Mail Service

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

2.25. Student Mailboxes

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

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

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

2.26. Student Email & Teams

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

2.27. Student Parking

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

2.28. Program Safety

2.28.1. Fire

1. Andrews University is a smoke-free campus.
2. Do not overload outlets or run extension cords under carpets.
3. Familiarize yourself with the use of fire extinguishers, but never fight a fire alone. Do not use a fire extinguisher unless properly trained.
4. Do not block fire extinguishers, stand pipes or sprinkler heads.
5. Report missing, used, or damaged fire extinguishers to the operations assistant.
6. Report broken or defective electric fixtures, switches, or outlets to the operations assistant and discontinue use until proper repairs are made.
7. Do not block or prop open fire doors.

8. Report broken exit lights or alarms to the operations assistant.
9. Maintain clear aisles and exit ways.
10. Check fire doors for automatic closing devices and latching hardware.
11. Keep fire exit doors unlocked.
12. Use approved cans for storing flammable liquids.
13. Remove excessive combustible storage and trash. Good housekeeping is good fire prevention.
14. Report all fires, even small fires, to the Campus Safety Department immediately (ext. 3321)

2.28.2. 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”.

2.28.3. Tornado

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

Action to take:

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

If you are trapped in an outside office:

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

2.28.4. 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 an unconscious or injured individual
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

2.28.5. 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. There is one automated external defibrillator (AED) located on wall across from classroom C.

2.29. Standard Precautions and Transmission-Based Precautions and Personal Protective Equipment

All **DPT students, faculty, and staff** are expected to follow **Standard Precautions** and, when indicated, **Transmission-Based Precautions** during patient care, laboratory activities, clinical education, and other activities involving patient contact. These precautions help protect patients, students, faculty, staff, and healthcare personnel from the transmission of infectious agents.

2.29.1. Standard Precautions

Standard Precautions are the minimum infection prevention practices used in the care of **all patients**, **regardless of their known or suspected infection status.** These precautions are based on the principle that blood, body fluids, secretions, excretions (except sweat), non-intact skin, and mucous membranes may contain infectious agents. DPT students, faculty, and staff are expected to:

- Perform hand hygiene before and after patient contact and whenever indicated.
- Use appropriate **personal protective equipment (PPE)** based on the anticipated risk of exposure.
- Use appropriate respiratory hygiene and cough etiquette.
- Clean and disinfect patient-care equipment and treatment surfaces. Take appropriate measures to prevent the transmission of infectious agents between patients, equipment, treatment surfaces, and other areas of the clinical environment.
- Follow safe practices when handling needles, sharps, and potentially contaminated materials.

2.29.2. Transmission-Based Precautions

Transmission-Based Precautions are additional measures used for patients known or suspected to have an infection that requires precautions beyond Standard Precautions. They are used **in addition to Standard Precautions** and include:

- **Contact Precautions:** Prevent transmission of infectious agents through direct or indirect contact. PPE may include gloves and gowns. Patient-care equipment should be

dedicated to the patient whenever possible or appropriately cleaned and disinfected before being used with another patient.

- **Droplet Precautions:** Prevent transmission through respiratory droplets. A mask and other appropriate PPE may be required. Respiratory hygiene and cough etiquette should also be followed.
- **Airborne Precautions:** Prevent transmission of infectious agents that remain suspended in the air. DPT students, faculty, and staff must follow the clinical site's respiratory protection requirements, which may include an appropriately fitted **N95 respirator or another approved respirator**. Individuals should not enter an area requiring airborne precautions unless they have completed the required training and fit testing and are appropriately protected.

2.29.3. Personal Protective Equipment (PPE)

DPT students, faculty, and staff must select PPE based on the anticipated exposure. PPE may include **gloves, gowns, masks or respirators, eye protection, and face shields**.

1. **Gloves** should be worn when contact with blood, body fluids, mucous membranes, non-intact skin, or contaminated surfaces is anticipated. Gloves should be changed between patients and when moving from a contaminated task to a clean task on the same patient. Remove gloves immediately after completing the task for which they were worn. Never use gloves as a substitute for hand hygiene.

2. **Masks and eye protection, or a face shield** should be worn when patient-care activities may expose the eyes, nose, or mouth to respiratory secretions, blood, body fluids, or other potentially infectious materials.

3. **Gowns or other protective clothing** should be worn when patient-care activities may result in contamination of clothing or exposed skin with blood, body fluids, secretions, excretions, or other potentially infectious materials. DPT students must follow clinical-site requirements for gown use when Contact Precautions are indicated.

PPE should be removed appropriately, and **hand hygiene must be performed after glove removal and whenever indicated**.

2.29.4. Sharps Safety

Although physical therapy practice generally involves limited use of needles and other sharps, DPT students, faculty, and staff may encounter sharps during clinical or educational activities. All individuals must follow applicable sharps-safety procedures.

- Never recap, bend, break, or manipulate used needles by hand.
- Immediately place used needles and other disposable sharps in an approved sharps container.
- Never place used sharps in a regular trash container.
- Follow the applicable clinical-site or institutional procedures for handling and disposing of sharps.
- Immediately report any needlestick, sharps injury, or exposure to blood or body fluids to the appropriate faculty member, supervisor, clinical instructor, or designated clinical-site personnel and follow the applicable exposure-control procedures.

2.29.5. Respiratory Hygiene and Cough Etiquette

DPT students, faculty, staff, patients, and visitors should follow respiratory hygiene and cough etiquette to reduce the transmission of respiratory infections. This includes:

- Covering the mouth and nose when coughing or sneezing.
- Performing hand hygiene after contact with respiratory secretions.
- Using appropriate source-control measures, including a mask, when indicated.
- Following institutional and clinical-site policies regarding individuals with respiratory symptoms.

All DPT students, faculty, and staff must follow **university and clinical-site infection prevention policies**. **Clinical site requirements may be more restrictive than those outlined in this handbook. When differences exist, the more restrictive clinical-site requirements must be followed.** Individuals who are unsure which precautions or PPE

are appropriate should consult the clinical instructor, faculty member, supervisor, or designated infection prevention personnel **before providing patient care**.
For additional information, refer to the CDC Isolation Precautions guidance and Medical gloves.

3. ACADEMICS

3.1. Program Planning and Assessment

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

3.2. School of Rehabilitation Sciences Faculty Council

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

3.3. School of Rehabilitation Sciences Professional Degree Council (SRSPDC)

The purpose of the SRSPDC is to ensure the basic governance intent for the professional program. Among other things, this council has delegated authority to act as Course and Curriculum Committee, to develop academic, program, financial policies and procedures, to review, revise and approve program development policies and procedures, and formulate and approve general education requirements for all PT programs. Membership on the SRSPDC includes all PT and OT core faculty, the CHHS dean (chair of the committee), dean of the School of Graduate Studies (without vote), and select other faculty. [6] [7]

3.4. Curriculum Review Committee

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.

Each instructor, whether regular or associated faculty or clinical instructor, can have input to the Physical Therapy curriculum via the annual Curriculum Review Committee meeting or Faculty Council.

3.5. Policies and Procedures Review

Policies and procedures, as presented in the School of Rehabilitation Sciences Policies and Procedures Manual, the student handbooks, the Associated Faculty Handbook or the Facility Clinical Education Handbook will be reviewed and revised on an annual basis.

3.6. 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.

3.7. Academic Terms

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

First Year
- PT-1 Fall Semester
- PT-2 Spring Semester

Second Year
- PT-3 Summer Semester
- PT-4 Fall Semester

[6] 2026-2027 Andrews University Academic Bulletin, Vol. 114
[7] AU Working Policy Section 1, Appendix J

PT-5 Spring Semester

Third Year

PT-6 Summer Semester
PT-7 Fall Semester
PT-8 Spring Semester
PT-9 Summer Semester

3.8. DPT Curriculum Outline

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

3.9. DPT Course Description Outline

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

3.10. DPT Class Schedule

The current Class Schedule with lectures, laboratories, TBA's, chapels, student activities and other reminders for the semester are available on the AU Entry-level DPT Student Resource website, or https://www.andrews.edu/chhs/pt/resources/index.html . Schedules for the following semester are added prior to the end of examination week of each respective semester.

3.10.1. Laboratory Scheduling

Some labs meet simultaneously as one group. For others, the class may be divided into two or more sections. Students are assigned to the respective lab sections. If students wish to request a particular lab section to accommodate work schedules, they should check with the operations assistant three weeks prior to the end of the preceding semester. Due to lab size restrictions, requests will be considered on a first come basis. Once the lab sections have been determined and the students and instructors have been notified, changes will be made only if the student is able to locate another student willing to exchange lab sections. All changes in lab assignments are subject to the instructor's approval.

3.10.2. To Be Arranged (TBA) Schedule

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

3.10.3. Schedule Changes

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

3.11. Student Work Schedules

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

3.12. Registration Procedures

Before the close of each semester, the Operations Assistant will inform and orient each student to the specific registration procedures.

3.13. Mentoring & Advising

3.13.1. Assignment of Advisors

The DPT faculty are committed to whole-person care and support each student's academic, professional, personal growth and well-being. At orientation, each student is assigned a full-time faculty advisor who maintains an open-door communication policy. Advisors are available by email or during office hours and can be contacted to schedule appointments.

Faculty advisors assigned at the beginning of the program typically remain with students throughout the curriculum. Advisor assignments may be adjusted if faculty changes occur or to ensure an equitable distribution of advisees.

3.13.2. Changing Advisors

If a student has a valid reason to change their academic advisor, a request may be submitted to the School Chair. The Chair will determine the validity of the request and re-assign an advisor as appropriate.

3.13.3. Advisee (Student) Responsibility

1. Students experiencing academic difficulties, personal challenges affecting academic performance, or concerns within a course are encouraged to first address the issue directly with the course instructor, following the principles outlined in Matthew 18:15-20. Students should also seek guidance from their faculty advisor.
2. If the matter is not resolved satisfactorily, students may schedule a meeting with the Program Director.
3. Students are encouraged to meet with their advisor at least twice each semester to discuss progress, goals, and any concerns.
4. Students are required to meet with their advisor at least once per semester to review their professional development portfolio for approval. This appointment must be by week 12 in Fall and Spring semester, and week 8 in summer semester.

3.13.1. Advisor Responsibility

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

1. Assisting the student in creating and implementing the "Professional Development Portfolio" (PDP), which will be reevaluated each semester.
2. Serve as a mentor throughout the program.
3. Advise students about relevant university and program policies when petitioning for waivers or unusual circumstances and direct the student to the appropriate position/committee to submit the petition.
4. Review the student's academic record each semester and provide academic counseling when necessary.
5. Meet with advisee that demonstrates unsatisfactory academic and/or clinical performance or has demonstrated a lack of understanding or disregard for the: APTA Code of Ethics, Professional Behaviors, Essential Functions, and Code of Conduct. These meetings serve to alert

the student to the Program's policies, discuss concerns, offer support, and suggest resources.

6. Advisors respect recommendations and actions taken by the School of Rehabilitation Sciences Faculty Council. University policies and input from the dean of the College of Health and Human Services, the Office of Student Services, the Department of Counseling and Testing, and other professional sources are taken into consideration when working with the student.
7. Advisors receive a file copy of all academic notices sent to the student and faculty actions regarding the student. If a faculty member notices a student is struggling academically, they should suggest they meet with their advisor so they can assist them with their academic plan.

3.14. 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.

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

3.14.1. Professional Behaviors

The Professional Behaviors document is the result of the University of Wisconsin—Madison PT education program and W. May, L. Kotney, and A. Iglarsh. The Professional Behaviors reflect the intent of assessing professional behaviors which are deemed critical for professional growth and development in PT education and practice. These behaviors with their criteria are as follows:

1. Critical Thinking – The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

2. Communication – The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

3. Problem Solving – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

4. Interpersonal Skills – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

5. Responsibility – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

6. Professionalism – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

7. Use of Constructive Feedback – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

8. Effective Use of Time and Resources – The ability to manage time and resources effectively to obtain the maximum possible benefit.

9. Stress Management – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

10. Commitment to Learning – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

Students will be oriented to the 10 Professional Behaviors during PTH501 DPT Orientation and PTH510 PT Assessment Skills and will be made aware that they will be assessed on these behaviors multiple times throughout the program.

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

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 SRS Faculty Council in order to continue in the DPT program. If the remediation plan is not followed, the student will disqualify themselves from continuing in the DPT program based on a lack of professional behavior(s). Under certain circumstances, the SRS Faculty Council may deem certain student infractions as serious enough to warrant immediate dismissal from the program.

Please see Appendix for Professional Behavior Contact Policy sample form. G drive\STUDENT LAB\Common_Folder\Student Contact Form.pdf.

3.14.2. School Core Values

The school core values shape the culture of the SRS and the way in which we meet our mission to empower students to become excellent physical therapists. These core values and mission align with the CHHS and university missions. The faculty, staff and students are expected to exemplify Christian values through their family spirit, servant's heart, and inquiring mind. Our desire is for continual growth in our core values, therefore, faculty are encouraged to address any behavior that falls outside of these specific expectations. [8]

3.15. Professional Development Portfolio (PDP)

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

[8] See AU PT school vision, mission, core values, and philosophy in Section 1

clinical Faculty serve as mentors and role models within the professional education environment.
Students will work with their faculty advisors to develop a Professional Development Portfolio (PDP) that will be assessed and revised as the student grows within the professional role of the physical therapist. The purpose of this portfolio is to provide the student with mentorship and constructive feedback that will facilitate an understanding of professional responsibility and to recognize opportunities for enrichment, development and improvement.
The PDP will be based on an ongoing process of self-assessment using the Professional Expectation policy (3.14). These behaviors allow therapists to apply and integrate cognitive and affective skills, interact effectively with clients, families, the community, other professionals, and function successfully within varied health care settings. The assessment of professional behavior provides the student with clear guidelines about professional expectations and complements the assessment of knowledge and skills. The assessment is based on explicit criteria, which reflect multidimensional observation and appraisal of the student in action. It is founded within a context of timely and constructive feedback.

Procedures for the PDP

The Professional Development Portfolio (PDP) is a longitudinal requirement integrated into one course each designated semester to foster leadership growth, professional behaviors, and a commitment to service throughout the Doctor of Physical Therapy (DPT) curriculum. To fulfill these portfolio requirements, each student must document designated professional development activities and submit metacognitive reflections detailing how these leadership opportunities help them reach their goals. Additionally, each student will formulate specific professional behavior goals equipped with actionable strategies that can be realistically achieved within clinical or academic settings. Every designated semester, the portfolio includes a mandatory service element and must be submitted directly to the student's faculty advisor for evaluation and approval.

The portfolio process begins during PTH501 DPT Orientation, where each student must complete an initial self-assessment based on the Clifton Strengths Finder. This assessment is completed at the start of the DPT academic experience and may be repeated at designated milestones to measure personal and professional growth over time. Specific instructions and advisor evaluation forms for each designated semester are housed on the DPT Portfolio Site on Learning Hub. Official submission deadlines are posted on this site at the beginning of each semester. Students are responsible for monitoring these dates and reviewing all programmatic expectations.
Students are required to complete their portfolio assignments, meet with their academic advisors each designated semester to review their PDP, discuss recent achievements, evaluate goals, and develop strategies for further growth and progress ***prior*** to designated due date. Failure to do so will result in an incomplete for the course, a reduction of the final grade by ½ letter for the course which the PDP is assigned, and additional assignments/papers assigned per discretion of PDP coordinator. The student will then have no later than the first two weeks of the new semester to successfully complete the previous semester's PDP assignment and the additional assignments/papers as per PDP coordinator's instructions… failure to do so will prohibit the student from attending classes until the PDP is completed. Part of professional expectations includes reading portfolio assignments at the beginning of each semester and completing all assignments before the due date/time. Successful completion of portfolio assignments is indicated by the signature of the advisor on the Advisor Evaluation Form and submitting this form (along with all assignments/ artifacts) to the DPT Portfolio Site drop box prior to the designated due date/time. Students will use their PDP to guide them as they develop into a Physical Therapist professional.

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 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. Class Attendance

Because of the interactive and collaborative nature of professional education, especially in laboratory sessions, and the rigor of this program, class attendance is essential for successful learning. Individual instructors have the right to identify course specific attendance policies within their course syllabus. In keeping with the professional behaviors that all health care team members uphold, each student is expected to act in a respectful and professional manner. This includes respecting one's classmates, guests, lab subjects and the instructor; and being committed to a positive learning experience. Each student is expected to attend all class/lab sessions, and other academic appointments, in their entirety. This includes being present at student's desk prior to the start time (and prior to the instructor starting class/lab) and actively participating from the beginning to the end of each session. Voluntary and involuntary tardiness and leaving at any time before the class/lab session is complete are considered unsatisfactory attendance. Each student is expected to attend and participate in their assigned laboratory, unless specifically given permission to change labs by the Lab Instructor. Once registered, students are counted as class members and are charged tuition until they file a Change of Registration form in the Academic Records Office.

4.3. Make-Up Exams or Quizzes

1. Students are expected to take all exams or quizzes when they are scheduled.
2. Students are not to ask the instructor to change the scheduled examination times.
3. Any request for exceptions must be submitted to the SRS Faculty Council, 3 weeks in advance, via the absence request process in Microsoft Teams.
4. Typically, no provision is made for exams/quizzes missed because of voluntary absences.
5. If ill, the student should call the physical therapy program office, notifying them of the situation so that this information can be passed on to the instructor. The student needs obtain written verification of the illness from their healthcare provider for any absence more than one day. This verification must be presented to the instructor when making arrangements to make up the exam/quiz. When

feasible the missed exam/quiz should be made up within 48 hours after the student returns to class. Make-up exams are not limited to the original format.

6. Final exams dates/times are not changeable once the schedule is published. If there are extenuating circumstances (ie. Hospitalization, debilitating sickness, death of an immediate family member) the student, or their FERPA approved contact, must submit a request for accommodation to the faculty council. Per University Policy a Final Exam Date Change Fee of $135 will be charged per exam.
7. Final Exam date/time change exception: If the course instructor believes it is in the best interest of all students to change the published final exam date/time, the Faculty Council approves and all students agree via an anonymous response method the exam date/time may be changed but this change must be done prior to final exam week.

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

4.4. Class Absences

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

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

Students are expected to submit a written request for absence(s) to Faculty Council via the "Student Absence Request Form" in the Classes channel in Teams. The request should be submitted ***3*** **weeks in advance of absence**.

4.4.1. Excused Absences

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

4.4.2. Unexcused Absences

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

for all exams, quizzes or assignments missed due to an unexcused absence. *Any accommodation will be at the discretion of the instructor.*

4.5. Class Cancellation: AU Alert

Classes or events canceled due to inclement weather, physical plant problems, or other uncontrollable situations will be rescheduled. Andrews University uses AU Alert to send emergency notifications, including closures for inclement weather or any other reason. Students should sign up for AU Alert through the Office of Campus Safety website. Closures will be reported on the following radio and television stations: WAUS 90.7 FM, Pulse FM 96.9, WNDU, WSBT, or WSJV. A banner with any class cancellation information will be posted on the Andrews University website and Learning Hub. Physical Therapy students will be notified of the changes in the class schedule once arrangements have been made. Contract teachers are often clinicians, who may require classes to be scheduled early or late in the day. Often, when inclement weather is the reason for closure, classes are held remotely. ***It is the responsibility of the student to check the locations for notification of canceled classes, remote learning or schedule changes.***

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

4.6. Academic Integrity

In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters. [9]

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

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

Andrews University is a community of scholars where academic honesty is the expected norm for faculty and students. All members of this community are expected to exhibit academic honesty in keeping with the policy outlined in the University Academic Bulletin. In addition, the student is expected to comply with ethical and scientific standards, as recognized by the AMA and the US Office of Human Subjects Protection and the US Office of Research Integrity. It is expected that members of the scholarly community will act with integrity at all times, however, should an individual choose to demonstrate dishonesty, it should be understood that acts of academic dishonesty are taken extremely seriously. Acts of dishonesty are classified by level and reported centrally. The consequences of academic dishonesty will be determined by the instructor

[9] 2026-2027 Andrews University Academic Bulletin, General Academic Policies Section

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

See the Academic Standards at AU:
https://www.andrews.edu/academics/academic_integrity.html

4.7. Recording of Lectures by Students

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

4.8. Peer-Assisted Learning Program

PAL Mission Statement is to encourage student success academically through inter-cohort and inter-student collaboration.

Goals include:

1. Create opportunities for students to access academic resources and assistance through experienced peers in higher cohorts.
2. Equip students with opportunity and training to work as tutors in order to develop skills in andragogy, communication, and professionalism.
3. Provide faculty an additional resource to address need for additional help within their classes.

4.9. 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.

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

During the semester, students with lower grades may receive a "Student Contact Form" from the course instructor. Each student who receives this must make an appointment with the instructor of the course, their advisor and the Program Director as soon as possible to ascertain what can be done to improve their grade prior to finals week. A student whose grade point average falls below the minimum required for a course or semester is automatically placed on academic probation and continued enrollment is subject to the recommendation of the SRS Faculty Council.

4.10. Posting Scores or Grades

Student scores may be posted during the semester, at the discretion of the instructor, through the Learning Hub. No final exam score or final grade for the semester shall be posted until after the last final exam for the cohort is given. Semester grades are not sent to students, as they are accessed on the AU web site, vault (iVue or Degree Works). Grades may be sent to parents or sponsoring institutions if FERPA permission was given and an address was provided in iVue.

4.10.1. Course Grades

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

4.10.2. Grade Problems

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

4.11. Late Grades

4.11.1. Research Project

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

4.11.2. Clinical Education Grades

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

4.12. Unsatisfactory Academic Performance

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

4.13. Grade Points Scale (not GPA)

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

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

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

4.14. Course Remediation Plan Policy

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

4.15. Bachelor of Rehabilitation Sciences & Exercise Science Academic Performance Requirements (First 2 Semesters)

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

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

4.16. Doctoral Admission Requirements- 3+3 Students Only

Undergraduate DPT students entering the graduate phase of the program (PT-3) must have completed all requirements for their bachelor's degree, have their degree conferred, and have an undergraduate cumulative grade point average of 3.00 or a grade point average of 3.00 in the 34 graded, semester credits of program courses. Promotion is also contingent on satisfactory professional performance as outlined in Section 3.15 Professional Expectations.

4.17. Graduate Academic Performance and Professional Requirements

These requirements pertain to students entering the DPT program with a bachelors degree ("4+3") in PT-1 and 3+3 students who graduate with the Bachelor's degree after PT-2. All graduate course work (lectures, laboratories and clinical experiences) scheduled for each semester must be successfully completed prior to advancing to the next semester. Successful completion is defined as:

1. A grade of "C+" (2.33) or greater in each DPT program course.
2. An "S" grade in all courses which have Satisfactory/Unsatisfactory grading.
3. No more than a cumulative total of five points earned on the grade-points scale throughout the physical therapy program.
4. A cumulative GPA of 3.00 or greater in all graduate physical therapy course work used to meet the degree requirements. One probationary semester (the semester immediately following) is given to students below 3.00 to allow the student to raise their graduate cumulative GPA back above the 3.00 minimum. All probationary students must file a petition to continue their research activity. Students who entered the program without a Bachelor's Degree and received a probationary semester during PT-2 are not eligible for any additional probationary semesters during the last seven semesters (PT-3 thru PT-9).
5. Satisfactory completion of the graduate practical and written comprehensive exams.
6. Satisfactory completion of the capstone project and presentation.
7. Satisfactory professional performance as outlined in Section 3.15.

4.18. Program Remediation Policy

Exceptions to Grading Policies:
If a student is disqualified from continuing in the program because they:

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

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

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

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

4.19. Program Withdrawal

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

4.20. Readmission Policy

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

4.21. Capstone

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

4.21.1. Capstone Curriculum

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

4.21.2. Capstone Partners

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

4.21.3. Capstone Committee

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

4.21.4. Institutional Review Board (IRB)

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

4.21.5. Capstone Completion

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

a DG in PTH799 must successfully complete the capstone research project before the end of PT-9 to graduate on time.

4.21.6. Capstone Research Expense

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

4.21.7. Capstone post-graduation presentation and publication

The faculty generates research topics, thus the committee chairperson is the primary author of the research project and will have her/his name included on the final document. Authorship on presentations and publications will include all student and committee members if they remain involved with the project after graduation. It is recommended that publication authorship meet national recommendations, thus authors must have significantly contributed to "(1) conception and design, or analysis and interpretation of data; and to (2) drafting the article or revising it critically for important intellectual content; and on (3) final approval of the version to be published." – International Committee of Medical Journal Editors, JAMA 1997. Additionally, the manuscript should follow author guideline of the journal the paper is submitted to. Order of authorship should be discussed and agreed upon prior to submission. The accepted rule is that the faculty chair is the first author of the presentation/publication.

4.21.8. Capstone University Ownership

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

4.22. Practical Comprehensive Exams (OSCE)

Each DPT student is required to successfully complete the practical comprehensive examination prior to starting PTH881 Clinical Education I. The purpose for the practical comprehensive examination is to appraise the student's ability to demonstrate an overall grasp of the practical/clinical knowledge and contemporary clinical expertise in the various areas of consideration and to demonstrate appropriate understanding of patient/client safety issues. Each scheduled section of the practical examination must be successfully passed at each scheduled station.

4.22.1. Registration

Students must register for the Practical Comprehensive Examination during Summer Semester of the second year (PT-6).

4.22.2. Emphasis

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

1. Examination and evaluation
2. Diagnosis, prognosis, program planning and intervention
3. Patient/Client and family education
4. Communication and professional behavior
5. Documentation
6. Discharge planning
7. Social, ethical and legal issues
8. Patient safety
9. Awareness of principles of research applicable to evidence-based therapy
10. Awareness of complications and contraindications associated with common diagnosis

4.22.3. Format

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

4.22.4. Administration

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

4.22.5. Content

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

4.22.6. Schedule

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

4.22.7. Grading

Four grades are possible at each station and they are as follows: Pass with distinction; Pass; Remediation Required; and Fail. “Remediation” applies in situations where the examiner deems that the student requires further study to bring their knowledge/skill to a level appropriate for entering a clinical rotation. A combination of “remediation required” and failure scores could result in failure of the OSCE. Faculty Council determines the minimum combined score for passing based on individual and all candidates performance. “Fail” applies in the situation where the examiner deems that the student performed unsafely or at a level below “remediation” status

4.22.8. Remediation

A remediation plan will be established by the section coordinator of any station in which a student receives a “remediation required” or a “fail” grade. The

remediation plan should be developed and communicated to the students within 5 school days of grade notifications. Students will be notified of grades within two weeks after the exam. Further, if the student does not fail the entirety of the exam but has any failing or remediation station, the student will pass the OSCE provided they perform the necessary remediation successfully. No grade points are given in this case.

4.22.9. Failure to pass the OSCE

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

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

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

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

4.23. Written Comprehensive Exams

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

4.23.1. Registration

Students must register for the PTH670 Written Comprehensive Examination I Summer Semester of their first year (PT-3).
Students must register for the PTH870 Written Comprehensive Examination II Spring Semester of their third year (PT-8).

4.23.2. Format

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

4.23.3. Grading and Remediation

The minimum score for successfully completing the examinations is set by the PT Faculty Council and are based on the overall pass rate of candidates taking the exam at that time.

PTH670 Written Comprehensive Examination I
Written Comprehensive Exam I is a Pass or Fail course. Students will be given three attempts to successfully complete the examination. **Students who fail the first attempt will receive one (1) grade point** (see section 4.12) and be required to register for a one credit remediation course (PTH585), at their own expense outside of block tuition. This remediation course will be a self-directed experience with oversight by a PT faculty member and include further study to bring their knowledge/skill to an appropriate level prior to taking attempt two. The remedial course and the second attempt must be completed prior to the end of the semester (PT-3). If the student passes on the second attempt the **one (1) grade point** will be removed from their record as an act of grace and reward. Failure on the second attempt will result in a third/final attempt to successfully complete the examination. The third/final attempt must be completed prior to the start of PT-4. Each attempt must be in-person and proctored by an individual approved by the Written Comprehensive Coordinator. **Failure to pass the third attempt will result in academic disqualification** from the DPT program no matter the current grade points accumulated or GPA.

PTH870 Written Comprehensive Examination II
Written Comp II Examination is part of the rigorous assessment process to ensure readiness and eligibility for degree completion and for the National Physical Therapy Examination (NPTE).

There are three outcome categories based on the results from exam one, the outcome determines the Group, the following policy references the outcome category/group as follows:
1. Group A "Early Tester" - Pass with on-track to early testing eligibility and meet PTH870 requirements
2. Group B Pass and meet PTH870 class requirement, but not early testing
3. Group C Fail and not meet the PTH870 class requirement

a. Exam 1

The structured timeline begins with the **first Academic PEAT**, held on **second Friday of February** (date may vary slightly each year), where students are required to achieve a score deemed passing by the Faculty Council. This exam serves as an initial benchmark of academic and clinical knowledge. Historically, the score varied from 580-585 scale score. Written Comprehensive Exam II is a Pass or Fail course. "Remediation" applies when a student requires further study to bring their knowledge/skill to an appropriate level before receiving a satisfactory grade for the written comprehensive experience. Students will be officially notified of their performance on the Written Comprehensive Examination within two weeks following the examination. Remediation plans with due dates will be given to students who "fail" within five days after a passing score is determined.

Outcome category:
Group A "Early tester": Scale score of ≥ to 600 **OR** 600 Estimated NPTE Range

Group B- Pass: ≥ score set by the faculty council.

Group C- Fail: < score set by the faculty council.

b. Exam 2

The **second academic PEAT** exam will be scheduled and completed on first week of **April** (Class of 2026) and proctored by the SRS (the date may vary slightly each year).

Outcome category:

Group A "Early tester": Scale score of ≥ to 600 move to exam 3. Scale score of < 600 moves eligibility to October NPTE registration.

Group B: < exam 1 score= create study plan approved by Written Comp coordinator. Eligible for October NPTE registration

Group C: < score set by faculty council = create study plan approved by Written Comp coordinator. First Student PEAT required.

c. Exam 3

The First Student PEAT first week of June (Class of 2026) (date may vary slightly each year).

Exam Purchase

i. The student must purchase (credit card only) the PEAT via FSBPT prior to the June 6th exam date. The PEAT includes two exams (one retired NPTE and one practice).
ii. Prior to taking the exam, the student must send the Written Comprehensive coordinator a screenshot of the date of purchase and proof that the exam has not been opened. **Exams taken outside of the appointed date and time without making prior arrangements with the Written Comprehensive coordinator will be considered invalid, resulting in an automatic "fail".**

Exam Proctoring

i. As the third exam takes place off-campus during Clinical Education 3, the student must work with the DCE to secure permission from their CI to take the exam on the designated date (June 6th). The DCE will confirm these arrangements with the CI.
ii. This test must be supervised by a suitable proctor (such as the CI, CCCE, the director of the facility/school) and will be subject to the approval of the Written Comprehensive coordinator. The student must make arrangements with the approved proctor for a date, time and location to remediate the exam. The student will give their proctor's contact information to the Written Comprehensive coordinator.
iii. This third attempt must be completed on first week of **June**.

Outcome category:

Group A "Early tester": Scale score of ≥ to 600 **OR** 600 Estimated NPTE Range eligible for July NPTE registration. Scale score of < 600 moves eligibility to October NPTE registration.

Group C: If on the 3rd exam the student in this category scores ≥ score set by the faculty council, they are now eligible for October NPTE registration. If the student scores < score set by faculty council a final (4th) attempt to pass the exam is required.

i. Students who fail the exam on the third attempt will receive one (1) grade point (see section 4.12).
   a. If they have 5 pre-existing grade points, they academically disqualify themselves from the DPT program with this associated point.

d. Exam 4

If the student in group C is not disqualified, they are granted a final (4th) attempt to pass the exam. The following steps must be completed:

a. Student must take the **Second Student PEAT** on **July 11** with the same proctoring parameters outlined for exam 3.
b. Prior to taking the exam, the student must meet with the Written Comprehensive coordinator a via zoom meeting and screen sharing of the date of purchase and proof that the exam has not been opened. **Exams taken outside of the appointed date and time without making prior arrangements with the Written Comprehensive coordinator will be considered invalid, resulting in an automatic "fail".**

Failure on the 4th exam results in the following:

1. Delayed degree conferral until **December** at earliest
2. Possible forfeiture of participation in commencement activities
3. Eligibility to register for the NPTE is postponed until **January** at the earliest.
4. Further supervised study as follows:
    a. Register for PTH870 Written Comprehensive II in fall semester.
    b. Register for at least one-credit of remediation (PTH585) at their own expense outside of block tuition in fall semester. This remediation course will be a self-directed experience with oversight by a PT faculty member and include further study to bring their knowledge/skill to an appropriate level prior to the end of the fall semester.
    c. The program will bear the financial responsibility of purchasing outside resources for further study (ie. Therapy Ed, Final Frontier, Scorebuilders etc) up to the equivalent of 60% of the PTH585 tuition charge. Outside resources requiring funds beyond that amount will be the responsibility of the student or require registration for additional credit(s).
    d. The student must show improvement in practice test scores over the course of the fall semester to receive a satisfactory grade for PTH585 and PTH870 and to be cleared for graduation.

4.23.4. Student Notification of Results

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

4.23.5. NPTE “early” testing in July

For NPTE “early” testing in July, students must pass the PTH870 Written Comprehensive Examination II and one additional PEAT with a Scale Score of 600 or above, at least 30 days but not more than 60 days prior to the NPTE registration deadline for July testing to receive Faculty Council approval for NPTE early testing. Student must successfully complete all other academic requirements to test early.

4.24. Clinical Education

Clinical education is an integral component of the Doctor of Physical Therapy curriculum and provides students with opportunities to integrate classroom and laboratory learning into authentic patient care environments. Through progressively challenging clinical experiences, students apply knowledge, refine psychomotor skills, develop clinical reasoning, and demonstrate professional behaviors under the supervision of qualified licensed physical therapists serving as Clinical Instructors (CIs).

The Director of Clinical Education (DCE) is responsible for planning, coordinating, facilitating, administering, and evaluating the clinical education component of the

DPT curriculum. The DCE also serves as the primary liaison between the DPT Program and affiliated clinical education sites.

The following sections provide an overview of clinical education. Students should refer to the DPT Clinical Education Handbook for detailed policies, procedures, and expectations.

4.24.1. Student Clinical Education Handbook

All students are responsible for reading, understanding, and complying with the policies and procedures outlined in the DPT Clinical Education Handbook. The handbook serves as the primary resource for information related to clinical education.

4.24.2. Clinical Assignments

Clinical education assignments are made by the Director of Clinical Education or their designee.

Because the number and variety of available clinical sites are limited, assignments cannot be guaranteed based on personal preference, family considerations, employment, or geographic location. While every reasonable effort is made to consider student preferences, students are expected to accept assigned placements at affiliated clinical sites, whether local, regional, or out of state.

4.24.3. Clinical Communications

Prior to each clinical experience, the DCE will conduct orientation sessions to review expectations, policies, procedures, and requirements related to the upcoming experience.

Communication with affiliated clinical sites occurs through the Clinical Education Handbook, emails, meetings, site visits, and other appropriate methods to promote collaboration and ensure consistent expectations between the academic program and clinical partners.

Clinical Education Handbook

4.24.4. DCE Clinical Site Visits

The purpose of clinical site visits is to support student learning, monitor student progress, strengthen relationships with clinical partners, and provide opportunities for collaborative feedback regarding the clinical education program.
The DCE will make reasonable efforts to communicate with each student and Clinical Instructor during every full-time clinical experience. Communication may occur through in-person visits, virtual meetings, telephone conversations, or other appropriate methods based on site location and student needs.

The DCE will attempt to visit, in person, all students at least once during their clinical experiences. Site visits are also conducted at the DCE's discretion for the purposes of recruitment of clinical sites.

4.24.5. Clinical Practicum- Integrated Clinical Experiences (ICE)

Clinical practicum is an Integrated Clinical Experiences (ICE) that provides students with supervised patient care experiences that reinforce classroom and laboratory instruction throughout the curriculum.

During ICE, students progressively develop clinical skills, communication, professional behaviors, safety, and clinical reasoning under faculty supervision. Specific schedules and expectations are provided each semester.

4.24.6. Clinical Education Experience

Clinical experiences occur during the fall, spring, and summer semesters of the third year of the program. During these experiences the students are expected to demonstrate increasing independence while providing safe, effective, and patient-centered care under the supervision of qualified Clinical Instructors. Successful completion of each clinical experience requires satisfactory completion of all course requirements and demonstrated progression toward entry-level performance as measured by the APTA Clinical Performance Instrument (CPI 3.0).
Successful completion of the final clinical experience requires achievement of entry-level performance consistent with the expectations outlined in the CPI for patients of appropriate complexity, without areas of significant concern.

4.24.7. Clinical Education Agreement and Assignment

The DPT Program maintains affiliation agreements with numerous clinical education partners throughout the United States and internationally.

Clinical placements are coordinated using the program's clinical education management software and are typically finalized six to twelve months before the scheduled experience. Once confirmed, assignments are considered final. Changes are made only under exceptional circumstances and at the discretion of the DCE.

Should a clinical site cancel a placement, the DCE will work with the student to secure an alternative placement as efficiently as possible.

4.24.8. Confidential Student Information

Students are responsible for maintaining all required compliance documentation within the program's clinical education management system and providing documentation to clinical sites as required.

Student educational records are protected in accordance with applicable privacy regulations. Information regarding academic or previous clinical performance is shared only when educationally appropriate and consistent with university policy to promote student success.

4.24.9. Clinical Facility Requirements

Students must satisfy all program and clinical site requirements before beginning a clinical experience.
Program requirements include successful completion of prerequisite coursework, current CPR certification, required health documentation, proof of health insurance, required immunizations, and completion of mandatory compliance training, including OSHA and HIPAA.
Clinical sites may require additional documentation or screening, including but not limited to:

- Criminal background checks
- Drug screening
- Fingerprinting
- Additional immunizations or titers
- Tuberculosis screening
- Respirator (N95) fit testing
- Influenza vaccination
- COVID-19 documentation, if required by the facility
- Other site-specific onboarding requirements

Students are responsible for completing and paying for all required documentation that is not provided by the university. Failure to satisfy clinical site requirements may result in cancellation or reassignment of a placement and could delay progression in the curriculum.

4.24.10. Clinical Attire

Students represent both Andrews University and the physical therapy profession during clinical education experiences and are expected to present themselves in a professional manner that reflects the standards of the profession and the policies of the clinical facility.

Whenever clinical site policies differ from university expectations, students are expected to follow the requirements of the clinical facility.

1. The standard clinical uniform is a white lab jacket worn over slacks (not jeans) or a skirt (of modest length) unless otherwise stipulated in the clinical facility dress code. In most clinics the Andrews University Physical Therapy polo shirt is acceptable (no other logos).
2. Andrews University student nametags must be worn during clinical education. Some facilities also provide a nametag which students are expected to use.
3. Shoes are to be sturdy with non-skid soles and heels. For safety, sandals and open-toed shoes are not to be worn. Athletic shoes are not acceptable unless specifically requested by the facility.
4. Hairstyles must meet clinical standards. Hair must be neat, clean, well-groomed and socially acceptable in a professional physical therapy setting. Long hair should be fastened with hair fasteners. Men should keep facial hair neatly trimmed (able to be covered with a face mask).
5. Personal cleanliness and hygiene are to be maintained at all times. Perfume colognes or aftershave lotions should be used with caution as they may be an irritant to clients.
6. All tattoos should be covered with clothing, discreet makeup or Band-Aid.
7. No shorts, capris, T-shirts, sweatshirts, or sheer tops should be worn at any time.
8. At no time should the midriff or bust/waist line be exposed.
9. Nails need to be trimmed, not extending past the end of fingertips. Colored fingernail polish is not permitted.
10. Accessories, including jewelry should reflect professional clinical standards in harmony with the conservative standard of dress outlined in the Andrews University student handbook. “Examples of jewelry and accessories that are not appropriate at Andrews University are ornamental rings and bracelets; necklaces and chains; ear, tongue, nose and eyebrow rings. Modest symbols of marital commitment, such as wedding and engagement rings, are acceptable.” Also broaches, if worn, should be small and unobtrusive.
11. Cell phones are not to be carried or used in patient care areas, and should remain in a silenced mode in all other areas of a facility.
12. Clinical facilities reserve the right to send the student home if their attire or appearance are deemed inappropriate.

4.24.11. Personal Injury Procedure

If you are injured while practicing at an Andrews University clinical assignment, please use the following procedure:

1. Seek medical treatment if:

a. You have had contact with blood or body fluids to an open wound, or mucous membrane, or during an invasive exposure,
b. Your on-site supervisor or campus instructor/coordinator asks you to seek medical evaluation/treatment,
c. You feel that medical evaluation/treatment is needed,
d. You have been injured, i.e. fall, sprain, over-stretch, fracture, etc.

2. **Report the incident** to your on-site supervisor. Use the incident report form required by your clinical site AND the Andrews University incident report.
3. **Report the incident** to the DCE
4. **Follow any instructions** given by your on-site supervisor and by the DCE.

Each student is responsible to take the university's incident report form to the clinical site. One will be provided to you by the DCE. Student is financially responsible for healthcare services provided.

4.25. Graduation

4.25.1. Baccalaureate (BS Exercise Science or BSRS Degree)

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

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

4.25.2. Graduate (DPT Degree)

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

1. **Capstone Project:** Students must have satisfactorily completed their capstone project and presentation by the published dates in the course outline. Graduation will be delayed if the student does not have their capstone project completed by the deadline.
2. **Comprehensive Exams:** Students must successfully complete both the practical and written comprehensive examination. Failure to successfully complete a comprehensive exam may lead to delayed graduation or academic disqualification from the DPT Program.
3. **Clinical Experience:** It is the student's responsibility to see that all clinical rotations are successfully completed on time and evaluation forms are returned to the Director of Clinical Education (DCE) within the deadlines as listed by the DCE. The student's graduation will be delayed if any clinical rotation is unsatisfactory and/or is extended beyond the graduation date or the evaluation forms are not received by the deadline.
4. **Exit Survey:** Each student must complete the Graduate Exit Survey in order to graduate. This is normally given as part of PTH880 PT Seminar during the last semester (PT-9) of the DPT program.
5. **Composite Photograph:** Students must have their photograph taken for clinical assignments and the class composite picture. The original sitting appointment is arranged by the Operations Assistant and paid for by the SRS. Students who miss the appointment for the picture or would like a retake are personally responsible for arranging a sitting with the original photographer and having the retake submitted to the School of Rehabilitation Sciences prior to the end of the final spring semester (PT-8). All additional costs are the responsibility of the student.
6. **Advancement to Candidacy and Candidacy Course Check Sheets:** are to be completed by the operations assistant during Summer Semester (PT-9) of the third year. Students must be on regular academic status and must have filed a Graduate Application for Graduation.

7. **Graduate Application for Graduation Form:** must be completed on-line during the Spring Semester (PT-8).
8. **Collegiate Cap, Hood & Gown:** ordered on AU Bookstore website early during the summer of graduation.
9. **Report of Completion of Project form:** will be filed for each student at the completion of their research project. This needs to be completed at least two months before graduation. The deadline is determined by Academic Records and prepared by the operations assistant and research coordinator during Spring Semester, PT-9.

4.25.3. Licensure

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

4.26. Student Evaluation of Program/Curriculum

4.26.1. Course/Teacher Evaluations

Course evaluations are essential to the success of the teacher and program, therefore, are required before receiving a grade for each course. Teachers may choose to give credit for completion of the course evaluation.
Students complete a course/teacher evaluation on all didactic courses by clicking on the link emailed to them from University Assessment. When completing the course/teacher evaluation, remember to address your comments directly to the instructor in a professional manner. Although not required, you should feel comfortable putting your name after your comment. If you have a suggestion for the instructor, be sure to comment as you would like to hear them if they were being addressed to you.

4.26.2. Graduate Exit Survey

Typically during PT-8, all third year students complete a Graduate Exit Survey. Areas addressed include the admissions process and faculty, University and program resources, the clinical education program, overall program and student goals, and each core faculty member individually. It is important that strengths and suggestions are written in a professional manner.

4.26.3. Alumni Survey

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

4.27. 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 Academic Bulletin and Student Handbook provide a more comprehensive view of available services.

4.27.1. Dining Services and Gazebo (ext. 3161)

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

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

4.27.2. 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 many more. Information about the Wellness Center can be found at https://www.andrews.edu/wellnesscenter/.

4.27.3. 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, the Student Missions program, Task Force, University Sabbath School, and Church services. Campus Ministry provides pastoral and counseling visits, Bible studies, Engaged Encounter seminars, and Marriage Enrichment seminars.

4.27.4. Campus Safety (ext. 3321)

The Campus Safety Department is available 24 hours a day, seven days a week 365 days a year to help you. It is located in the one story red brick building on Seminary Drive at the end of Garland Avenue. Their regular office hours are from 8:00 AM to 8:00 PM. Monday through Thursday and 8:00 to 4:00 on Friday. The Campus Safety Department can assist you with parking permits, opening locked doors, escorting service, contacting the local police and answering questions on university rules and regulations.

4.27.5. Campus Store (ext. 3287)

Located in the Campus Plaza, or online: https://bookstore.andrews.edu/
Textbooks: https://bncvirtual.com/
Email: aubookstore@andrews.edu
Store hours are from 9:00-4:00 PM Monday - Thursday, and 9:00-12:00 PM Friday. Here is where individuals can purchase text and reference books, office and school supplies, and university imprinted clothing and gifts. Merchandise can be purchased with cash, checks, credit cards.

4.27.6. Campus Computer Labs

The Office of Information Technology Services (ITS) is available for tech support email: helpdesk@andrews.edu Some tips include: Write full sentences. Use your Andrews email. Include your full name, and student ID. If you are having technical issues, include a screen shot if possible, and details such as the type of computer (MAC or PC)
and browser (Chrome, Firefox, Safari, etc.) used. There is one major computer lab on campus that are available for use by registered students and faculty who supply their own external flash drives to store personal data files. Various computer programs are available, including word processing, spreadsheets, and databases and statistical packages. The computer labs are located in Chan Shun Bell Hall 182 & 207, Harrigan Hall 205, and the James White Library. Students can access the internet while on campus through au-secure. The School of Rehabilitation Sciences also maintains a small computer lab for use by the OTD and DPT students and faculty only. These computers have SPSS installed.

4.27.7. Counseling and Testing Center (ext. 3470)

Located in Bell Hall 123 the Counseling and Testing Center assists students, without charge, in reaching their maximum potential when confronted by social, intellectual, or emotional problems. Professional counselors and doctoral students in counseling are available for any student by appointment or immediately, if necessary. Services rendered include career counseling, personal/emotional counseling, educational counseling, marital/premarital counseling and substance abuse counseling.

4.27.8. Health Services (473-2222)

Students may direct their health needs to the University Medical Specialties, located next to Apple Valley Market, between 8:00 AM and 4:30 PM Monday through Thursday, and 8:00 AM and 12:00 noon on Friday. Physician appointments and nurse visits, as well as most short-term medications are available to all students.

4.27.9. Housing Information

On-campus housing is available to all university students. Lamson Hall (ext. 3446) houses the women while Meier and Burman halls (ext. 3390) house the men. Single undergraduate students under 22 are required to live in one of these residence halls. Full time students living with a spouse and/or children qualify for renting one of the Beachwood, Maplewood, Garland apartments. The housing office (ext.6979) also maintains a list of non-campus rentals.

4.27.10. International Student Services (ext. 6378)

Located in the Student Center, the International Student Services office provides counseling on immigration regulations and coordinates orientation programs for international students. Assistance is available in both their home country and on campus.

4.27.11. Intramurals (ext. 6568)

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

4.27.12. Library Services (ext. 3275)

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

4.27.13. Student Financial Services (ext. 3334)

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

4.27.14. Student Success Center (ext. 6096)

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

4.27.15. Students With Disabilities (ext. 3227)

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

4.27.16. Writing Center (ext. 3358)

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

4.27.17. Notary Services (ext. 6490)

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

4.28. 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.

4.29. Student Class Clubs

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

4.29.1. Election of Student Club Officers

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

4.29.2. President

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

4.29.3. Vice President

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

4.29.4. Academic Coordinator

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

4.29.5. Secretary

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

4.29.6. Treasurer

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

4.29.7. Chaplain(s)

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

4.29.8. Social Representative & Sports Coordinators

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

4.29.9. APTA Representative

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

4.29.10. Historian/Photographer

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

4.29.11. Community Outreach & Volunteer Coordinator(s)

An individual who promotes and coordinates volunteer and outreach opportunities for PT students in the community and the School of Rehabilitation Sciences. For example: the HERBIE Clinic, Parkinson's Group, 5K, Operation Christmas Child, school recycling program, etc.

4.29.12. Student Club Responsibilities

Some traditional activities include:
Mentor/Mentee Program (First Semester)

- Initiate fellowship and mentoring for the new DPT class.
  National Physical Therapy Month (Fall Semester)
- Both student clubs work together in planning campus and/or community activities during October.
  Health & Fitness Expo (Fall Semester)
- Both student clubs work together in planning and running the PT booth for the Expo
  School Assembly
  Graduation Banquet (Summer Semester, PT-9)
- Students work with the program assistants to plan the banquet and any programming needs.

Graduation White Coat Ceremony (Summer Semester, PT-9)

- Work with faculty advisor in planning the White Coat Ceremony.

4.29.13. Student Club Faculty Sponsor

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

Class of 2027	Nathan Hess
Class of 2028	Ryan Orrison
Class of 2029	Michelle Allyn

4.29.14. Student Club Participation in PT Faculty Council Privilege

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

4.29.15. Voting

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

4.29.16. Student Class Club Account

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

4.30. College and School Assemblies

College assemblies are normally scheduled each semester. These assemblies meet in various locations. Students will receive notification in advance of each assembly. The College of Health and Human Services Dean's office will plan the school assemblies.

The DPT program office will plan the DPT student assemblies. **All program students are required to attend these assemblies.**

4.31. DPT Student Dress Policy

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

4.31.1. 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. [10]

[31.1] 2026–2027 Andrews University Student Handbook, Philosophy and Principles of 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.

Specifics of the Andrews Look:

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

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

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

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

4.31.2. Anatomy Lab Attire

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

4.31.3. 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, sports bra, camisole or bathing suit top for activities

dealing with the neck, back, shoulders and abdomen. Laboratory attire should be worn in the classroom only when a class/lecture is combined with laboratory or applicable research activities.

Students should change into appropriate attire as outlined in the University Dress Code at the completion of the lab session. Students are assigned a locker in their dressing room for this purpose.

4.31.4. Clinical Attire

Clinical education attire is outlined in the student Clinical Education Handbook.

4.32. Transportation

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

4.33. 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.

1. Entry-level program
   https://www.andrews.edu/chhs/pt/index.html
2. Entry-level admissions
   https://www.andrews.edu/chhs/pt/pt/entry-level-chhs/admission_dpt.html
3. PT student resources and PT Student Handbook
   https://www.andrews.edu/chhs/pt/resources/index.html

4.34. Accepted and Enrolled Students

Students who are accepted into one of the School of Rehabilitation Sciences programs receive access to the policies and procedures and appropriate student handbooks on-line. During orientation all DPT students will be given a copy and web address of the appropriate DPT Student Handbook and the AU Student Handbook. The School Chair, 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 DPT Student Handbook.

1. PT Student Handbook
   https://www.andrews.edu/chhs/pt/resources/index.html

2. AU Student Handbook
   https://bulletin.andrews.edu/content.php?catoid=22&navoid=5167

4.35. Student Handbooks

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

1. PT Student Handbook
   https://www.andrews.edu/chhs/pt/resources/index.html

2. AU Student Handbook
   https://www.andrews.edu/academics/bulletin/

3. Postprofessional Student Handbook
https://www.andrews.edu/chhs/pt/resources/dscpt-handbook-2024-25.pdf

4.36. Recruitment of PT Students

Recruitment activities of facilities wishing to come to campus to talk with the physical therapy students will be coordinated by the DCE in consultation with the School Chair.

4.36.1. Bulletin Board

The program maintains a student bulletin board with current job opportunities in the field of physical therapy. It is located in the hallway above the drinking fountain.

4.36.2. Email Job Postings

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

4.36.3. Health Careers Fair

A Health Careers Fair coordinated by the University Student Success Center is held each year. Class schedules are arranged to allow students time to visit the exhibits and talk with the different facility representatives. ***Attendance at this event is expected of all physical therapy students.***

4.37. Program Tuition & Fees

The Andrews University's Academic Bulletin and the School of Rehabilitation Sciences DPT website contain specific details about tuition, fees, scholarships and the CAPTE Student Financial Fact Sheet. https://www.andrews.edu/chhs/srs/menudpt/index.html

4.37.1. Confirmation Deposit

The confirmation deposit confirms for the accepted student a position in the physical therapy class beginning the same year. The deposit will be credited to the successful student's tuition account following registration for the second semester of the program. Students requiring remediation after the fall semester will not be credited the confirmation deposit unless they successfully complete remediation. Students who are academically disqualified from the program or leave the program for any other reason forfeit the confirmation deposit.

4.37.2. Tuition, Lab & Professional Education Fees

Tuition for the DPT program is charged using two methods: a block format of three equal amounts for the three terms (Fall, Spring, and Summer) of each academic year and lab fees based on the number of lab credits each semester. The professional fee is set by the School of Rehabilitation Sciences and is charged at the beginning of each term, along with the block tuition and lab fees. Additional Andrews fees include the University General Fee, dorm/housing, food, insurance, certain medical expenses, books, and supplies. The 33% Tuition Reduction for those with a degree from Andrews University does not apply to the DPT degree program. Contact the Student Finance Office for answers to specific questions.

Student expenses covered by the block tuition include:

1. DPT program courses
2. Normal teaching and office equipment/supplies as with other similar departments on campus
3. Professional liability insurance for the student during clinical experiences
4. Fees for specialized lectures/seminars within the physical therapy curriculum
5. Other university services as outlined in the University Academic Bulletin

Student expenses covered by the professional education fee include:

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

4.37.3. Medical Insurance

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

To waive the university insurance coverage, the student must provide proof of insurance (photocopy of the front and back of insurance card) from their personal or parent's insurance company to the office of Student Insurance in the Administration Building. More details about student insurance can be found here https://www.andrews.edu/services/hr/students/insurance/index.html

4.37.4. Student Clinical Expenses

It is the student's responsibility to schedule and pay for a standard physical examination and TB skin test. This can be scheduled by the student at University Medical Specialties, Inc at the student's expense. If the student chooses to have it done by another physician, the student must use the form provided by the program and is still responsible for the cost. If a student is known to have a positive TB skin test, they may omit the skin test and proceed with a chest x-ray. This will be the responsibility of the student to schedule and pay.

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

It is the student's responsibility to search out information on facility health test requirements on EXXAT or consult with the DCE prior to the selection of the clinical site for clinical experiences.

Students must obtain and pay for all healthcare services, including emergency care while off-campus participating in clinical experiences.

4.37.5. Other Financial items

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

4.38. Professional Organizations

4.38.1. APTA

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

The APTA can be accessed via their website at http://www.apta.org. The national office is located at 3030 Potomac Ave., Suite 100 Alexandria, Virginia 22305-3085 (800-999-APTA). Membership services can be reached at extension 3124. Student outcomes and matriculation rates from all physical therapy programs are available through their "education" website.

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

The APTA offers membership in 18 sections, which represent special interest groups. These sections provide a forum to therapists with similar interests to interact, share professional experiences, and further the activities of the profession in that content area. Many sections publish newsletters or journals that provide information on research, clinical practice and health policy issues related to that section. Students interested in joining a section can pay the optional Specialty Section dues to the operations assistant when applying for or renewing membership.

4.38.2. APTA Michigan

The APTA Michigan represents thousands of therapists in the State of Michigan. The chapter office mailing address is Michigan Physical Therapy Association, Inc., 124 W Allegan St # 1900, Lansing, MI 48933 (517-234-5040). The chapter home page can be accessed at http://www.aptami.org.

4.38.3. Meetings and Conferences

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

Students are encouraged to participate in meetings and conferences. Students who wish to attend national or regional meetings that overlap with scheduled classes should meet with their academic advisor to discuss strategies for making up missed work. Students must follow the absence request procedure noted in section 4.4. If conferences overlap with clinical experiences, the student must get permission from the DCE and the clinical facility.

4.38.4. APTA Combined Sections Meeting

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

4.38.5. APTA- Michigan Student Conclave

The APTA- Michigan holds a Student Conclave in the spring of each year, providing programming for students from physical therapist and physical therapist assistant programs. The Conclave usually includes educational sessions, sessions on resume writing, and networking opportunities.

4.38.6. APTA Michigan Annual Conference

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

4.38.7. Commission on Accreditation in Physical Therapy Education (CAPTE)

The Doctor of Physical Therapy (DPT) Program at Andrews University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; telephone: 703-706-3245; email: accreditationsupport@apta.org; website: http://www.capteonline.org. The Postprofessional DPT (PP-DPT) and Doctor of Science in Physical Therapy (DScPT) are not accredited by CAPTE as CAPTE does not accredit postprofessional programs.

APPENDICES

2026 DPT CURRICULUM TRACK

School of Rehabilitation Sciences
Entry-Level DPT Program

Foundational Sciences	Behavioral Sciences	Clinical Sciences	Orthopedic Sciences	Neurologic Sciences	General Medicine	Research Sciences	Clinical Education
Ryan Orrison Coordinator	*Nathan Hess Coordinator*	*Gerson De Leon Coordinator*	*Greg Almeter Coordinator*	*Jean Lee Coordinator*	*Letrisha Stallard Coordinator*	*Sozina Katuli Coordinator*	*Bill Scott Coordinator*
• Anatomy • Anatomy Lab • Pathokinesiology • Pathokinesiology Lab • Neuroscience & Motor Control • Neuroscience& Motor Control Lab • Pathophysiology I • Pathophysiology II • Pharmacology in PT	• Comparative Religion • Spirituality in Healthcare • PT Administration • Psychosocial Issues in Healthcare • Health Promotion & Wellness I & II • Christian Ethics in Rehabilitation Sciences	• PT Assessment Skills • PT Assess. Skills Lab • Ther. Interventions • Ther. Interventions • Lab • Ther. Exercise • Ther. Exercise Lab • Differential Diagnosis • Prof. Compendium • Written Comprehensive I & II	• Intro to Orthopedic PT • Orthopedics I • Orthopedics I Lab • Orthopedics II • Musculoskeletal Clinical Reasoning • Musculoskeletal Clinical Reasoning Lab • Practical Comps	• Neurology I • Neurology I Lab • Neurology II • Neurology II Lab • Neuromuscular Clinical Reasoning • Neuromuscular Clinical Reasoning Lab	• General Medicine • General Medicine Lab • Cardiopulmonary • Cardiopulmonary Lab • Prosthetics & Orthotics • Pediatrics • Pediatrics Lab • Geriatrics	• Scholarly Inquiry & Dissemination I • Scholarly Inquiry & Dissemination II • Research Statistics • Research Statistics Lab • Research Project (Topic) [PT-5 Spring] • Research Project (Topic) [PT-6 Summer] • Research Project (Topic) [PT-8 Spring]	• Clinical Practicum • Clinical Exper 1 • Clinical Exper 2 • Clinical Exper 3

DPT Curriculum Outline for the Class of 2029

(116 Semester Credits)

FIRST YEAR — 48

PT-1, Fall (16 weeks) Aug 24 - Dec 10, 2026 — 18 credits

PTH501	DPT Orientation (starts Aug. 20)	0	Ferreira
PTH505	Anatomy	4	Orrison
PTH515	Anatomy Lab	3	Orrison/Hess
PTH510	PT Assessment Skills	3	DeLeon
PTH520	PT Assessment Skills Lab	3	DeLeon
PTH516	Pathokinesiology	3	Stallard
PTH526	Pathokinesiology Lab	2	Stallard/Hess

PT-2, Spring (17 weeks) Jan 11 - April 29, 2027 — 16 credits

PTH513	Health Promotion & Wellness I	1	Allyn
PTH518	General Medicine	2	Greene
PTH528	General Medicine Lab	1	Greene
PTH509	Principles of Therapeutic Exercise	2	Stallard
PTH519	Principles of Therapeutic Exercise Lab	2	Stallard
PTH530	Pathophysiology I	2	Allyn
PTH565	Neuroscience & Motor Control	3	Orrison/Lee
PTH575	Neuroscience & Motor Control Lab	1	Orrison/Lee
PTH562	Comparative Religion	2	Tompkins
PTH595	Comparative Religion for 3+3	1	

PT-3, Summer May 10 - Jul 30, 2027 — 14 credits

1st 10 weeks(May 11-July 17)

PTH525	Therapeutic Interventions	3	Hess
PTH535	Therapeutic Interventions Lab	2	Hess
PTH540	Pathophysiology II	2	Orrison
PTH580	Intro to Orthopedic Physical Therapy	1	Almeter
PTH616	Scholarly Inquiry & Dissemination I	1	Katuli
PTH651	Neurology I	2	Lee
PTH661	Neurology I Lab	2	Lee
PTH670	Written Comprehensive Exam I	0	Orrison
PTH680	Clinical Practicum	1	Scott

THIRD YEAR — 45

PT-4, Fall (16 weeks) Aug 23 - Dec 9, 2027 — 14 credits

PTH601	Orthopedics I	2	Almeter
PTH611	Orthopedics I Lab	2	Almeter
PTH617	Scholarly Inquiry & Dissemination II	1	Katuli
PTH622	Research Statistics	1	Katuli
PTH632	Research Statistics Lab	1	Katuli
PTH647	Differential Diagnosis	2	Allyn
PTH652	Neurology II	2	Lee
PTH662	Neurology II Lab	2	Lee
PTH680	Clinical Practicum	1	Scott

PT-5, Spring (17 weeks) Jan 10 - May 4 , 2028 — 17 credits

PTH613	Health Promotion & Wellness II	2	DeLeon
PTH625	Cardiopulmonary	2	Orrison
PTH635	Cardiopulmonary Lab	1	Greene
PTH626	Prosthetics & Orthotics	2	Hagemeyer
PTH640	Pediatrics	2	Pawielski
PTH650	Pediatrics Lab	2	Pawielski
PTH646	Integration of Spirituality in Healthcare	2	Dent
PTH799	Research Project (Topic)	1	Katuli
PTH645	PT Administration	3	Aerts/Bermingham

PT-6, Summer (10 weeks) May 15 - Aug 4, 2028 — 14 credits

1st 10 weeks (May 15-July 21)

PTH606	Pharmacology in PT	1	TBD
PTH602	Orthopedics II	2	Allyn
PTH612	Orthopedics II Lab	2	Allyn
PTH726	Geriatrics	2	Stallard
PTH770	Practical Comprehensive Exam	0	Almeter
PTH799	Research Project (Topic)	1	Katuli

July 24-Oct 13, 2028

PTH885	Clinical Education I (12 weeks)	6	Scott

23

PT-7, Fall (16 weeks) Aug 28 - Dec 14, 2028 — 6 credits

PTH885	Clinical Education I (continued)		Scott
PTH886	Clinical Education II (12 weeks)	6	Scott

Oct 16, 2028-Jan 5, 2028

Core Faculty
Supporting Faculty
Associated Faculty

PT-8, Spring (17 weeks) Jan 8 - May 3 , 2029 — 11 credits

Jan 8-12, 2028 (wk 1)

PTH886	CE 2 finishes Jan 7 (travel week of 8th)		Scott

Jan 15-May 4, 2029 (wk 2- 15)

PTH712	Neuromuscular Clin Reasoning	1	Lee
PTH722	Neuromuscular Clin Reasoning Lab	1	Lee
PTH711	Musculoskeletal Clin Reasoning	1	Almeter
PTH721	Musculoskeletal Clin Reasoning Lab	1	Almeter
PTH736	Psychosocial Issues in Healthcare	3	Young
PTH768	Professional Compendium	1	Hess
PTH799	Research Project (Topic)	1	Katuli
PTH870	Written Comprehensive Exam II	0	De Leon
PTH729	Christian Ethics in Rehab. Sciences	2	De Leon

April 30-May 4 travel week for CE 3

PT-9, Summer (12 weeks) May 14 - August 3, 2029 — 6 credits

1st 12 weeks

PTH887	Clinical Education 3 (12 weeks)	6	Scott

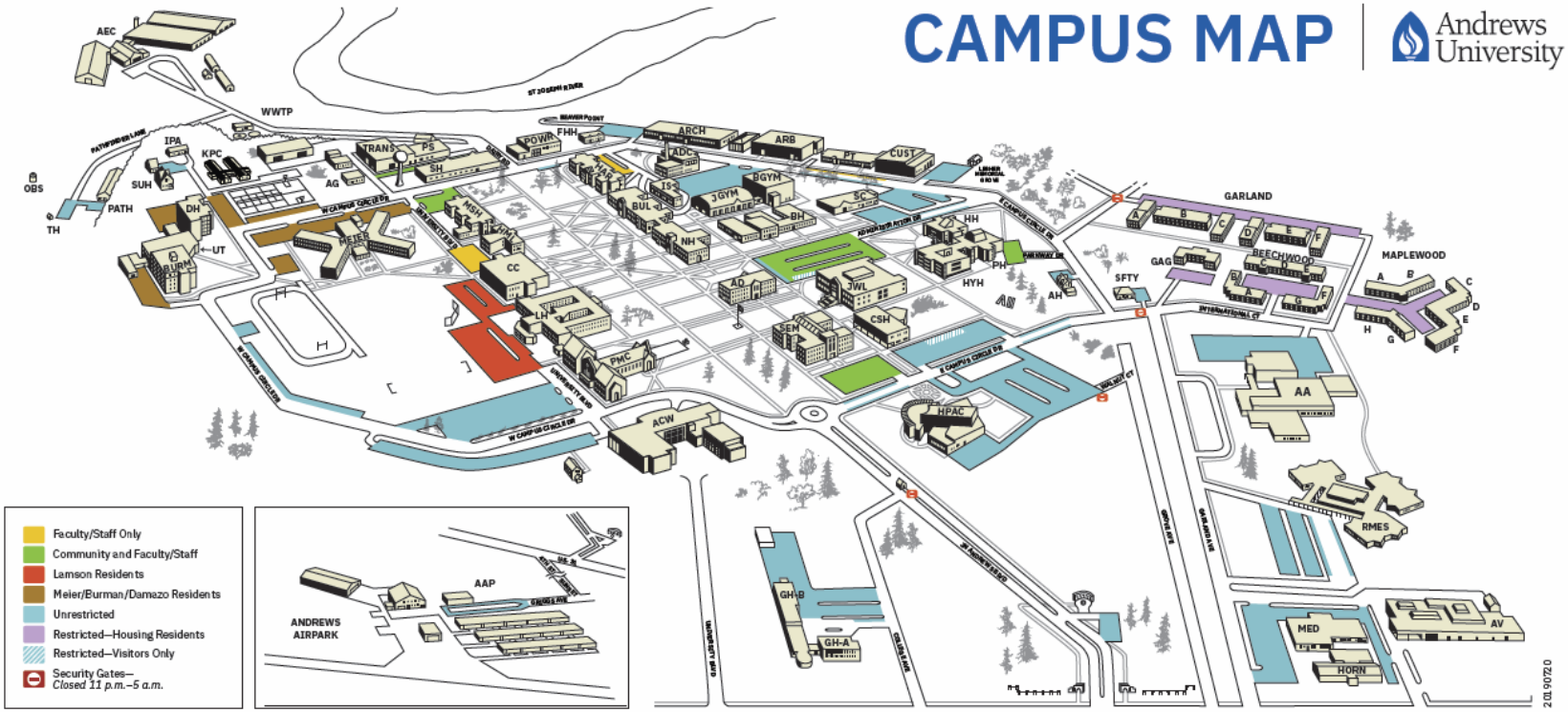
May 7, 2028- July 27 , 2029

Graduation Weekend Aug 3-5, 2028

Total Credits = 116

CAMPUS MAP

Andrews University



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

Security Gate

Parking passes are required. Please pick up your free visitor parking pass at the Office of Campus Safety.

DPT Course Descriptions

All course work (lectures and laboratories) scheduled for each semester must be successfully completed prior to advancing to the next semester.

PTH501 (0)
DPT Orientation Ferreira
This orientation course reviews the principle and practices underlying the Curriculum and Instruction of the DPT Program. Mandatory for all incoming DPT students. This course also facilitates bonding with cohort classmates to enrich the students' experience in the DPT program and assists the student and cohort in emulating the core values of the school. Students will learn and apply the concepts of Strengths, Emotional Intelligence GRIT and Metacognitive Learning Strategies.

PTH505 (4)
Anatomy Orrison
A comprehensive study of human anatomy with emphasis on the nervous, skeletal, muscle, and circulatory systems. Introduction to basic embryology and its relation to anatomy and the clinical sciences concludes the course. Provides a solid morphological basis for a synthesis of anatomy, physiology, and the physical therapy clinical sciences. Co requisite: PTH515.

PTH509 (2)
Principles of Therapeutic Exercise Stallard
This course is designed to provide the student with fundamental principles of therapeutic exercise to develop and implement exercise interventions associated with specific impairments and assess patient responses during exercise and in response to training over time. Discussion of specific pathological conditions in relation to exercise testing and prescription and the process of clinical decision-making will be presented. Co requisite: PTH519

PTH510 (3)
PT Assessment Skills De Leon
Introduction to assessment principles and examination skills utilized in all areas of physical therapy. The PT Guide to Physical Therapy Practice is referenced for the basic skills required in the assessment, intervention and documentation guidelines. Co requisite: PTH520.

PTH515 (3)
Anatomy Lab Orrison/Hess
Dissection and identification of structures in the cadaver supplemented with the study of charts, models, prosected materials and radiographs are utilized to identify anatomical landmarks and configurations. Co requisite: PTH505.

PTH513 (1)
Health Promotion & Wellness I Allyn
Analysis and application of prevention, health promotion, wellness and fitness for individuals, groups and communities. Examination and application of education theory and skills. An exploration of the role of the physical therapist in teaching, learning and leadership in the classroom, clinical setting and community.

PTH516 (3)
Pathokinesiology Stallard
The study of human movement including an introduction to the basic concepts of biomechanics with an emphasis on human joint/muscle structures and function, advancing to analysis of body mechanics, normal gait analysis, and pathological movement analysis. Joint abnormalities will be identified using radiographs, related to the resultant movement dysfunction. Prerequisites: PTH505 and 515. Co requisite: PTH526.

PTH518 (2)
General Medicine Greene
Physical therapy management of patients in general, medical, acute care, and subacute care settings with emphasis on examination, evaluation, establishment of prognosis, and intervention with relevant factors. Management of pain and physical complications during medical treatment. Management of special populations, including wound/burn care and women's health care. Co requisite: PTH528.

PTH519 (2)
Therapeutic Exercise Laboratory Stallard
Practical demonstration and experience with responses to exercise, testing procedures, and exercise prescription, focusing on activities appropriate for clinical situations. Tests and interventions noted in the Physical Therapy Guide to Practice are highlighted. Co requisite: PTH509.

PTH520 (3)
PT Assessment Skills Laboratory DeLeon
Basic examination skills including surface palpation of specific underlying muscle and bone structures, joint motion (goniometry), manual procedures for testing muscle strength, sensation, vital signs, assistive devices, gait patters, transfers, limb girth and volumetric measurement will be practiced. Clinical application in basic physical therapy care procedures will be introduced. Co requisite: PTH510.

PTH525 (3)
Therapeutic Interventions Hess
Basic principles, physiologic effects, indications and contraindications, application and usage of equipment, and intervention rationale for hydrotherapy, thermal agents, wound care, soft tissue mobilization, ultrasound, electrotherapy and mechanotherapy (traction) and other therapeutic interventions. Co requisite: PTH535.

PTH526 (2)
Pathokinesiology Laboratory Stallard/Hess
Biomechanical and observational analysis of normal and abnormal human movement. Integration of basic examination skills with gait and movement analysis. Prerequisites: PTH505 and 515. Co requisites: PTH516.

PTH528 (1)
General Medicine Laboratory Greene
Practice in examination and evaluation modified for the acute-care environment. Applications include functional examination procedures, following precaution and safety procedures of hospital equipment, women's health exercise, modification of interventions for acute care, and appropriate documentation for inpatient physical therapy.
Co requisite: PTH518.

PTH530 (2)
Pathophysiology I Allyn
Sequence studying disease processes affecting major body systems and the resulting anatomical and pathophysiological changes. Clinical presentations and treatment of patients with those disease processes are presented, as well as diagnostic tests and laboratory values used to identify pathological conditions.

PTH535 (2)
Therapeutic Interventions Lab Hess
Supervised practicum includes patient positioning and application of the therapy to obtain desired physiological response. Techniques of hydrotherapy, thermal agents, wound care, and soft tissue mobilization, ultrasound, as well as specific electrotherapy and mechanotherapy treatments and assessment of physiological responses to those treatments. Co requisite: PTH525.

PTH540 (2)
Pathophysiology II Orrison
Sequence studying disease processes affecting major body systems (not covered in PTH 530 – Pathophysiology I) and the resulting anatomical and pathophysiological changes. Clinical presentations

and treatment of patients with those disease processes considered, as well as diagnostic tests and laboratory values used to identify pathological conditions.

PTH560 (2)
Topics in Comparative Religion Tompkins
This course surveys the major religious traditions of the world. Study includes an overview of origins; major philosophical and theological underpinnings; typical aspects of worship and ethics; and major social, cultural, and political influences. Study is done from a consciously Christian framework.

PTH565 (2)
Neuroscience & Motor Control Lee/Orrison
An examination of the basic anatomy and function of the central and peripheral nervous system with an emphasis on those structures involved in the control of human movement. Students are introduced to terminology and concepts associated with normal and abnormal function of selected areas of the neuraxis. This course provides the foundation for the neurology sequence.

PTH575 (1)
Neuroscience & Motor Control Lab Lee/Orrison
Study of the prosected central and peripheral nervous tissues, models, and charts. Imaging will be used to compare normal to abnormal CNS presentation. Portions of lab will concentrate on making connections between neurologic structures and their role in controlling human movements. Prerequisites: PTH505 and 515. Co requisite: PTH565.

PTH580 (1)
Introduction to Orthopedic Physical Therapy Almeter
Medical lectures covering selected topics in orthopedics, including common orthopedic diseases and the use of diagnostic testing and imaging in the orthopedic field. History taking and the subjective examination are taught. Cervical and lumbar scanning exams are taught.

PTH601 (2)
Orthopedics I Almeter
Presentation of fundamental physical therapy knowledge in the assessment and intervention of a patient with both acute and chronic conditions of the extremities. Screening of the cervical and lumbar spine are reviewed as well as progressing to complete assessment and treatment of extremity joint pathologies. Diagnostic tests and results pertinent to the orthopedic patient are related to a physical therapy differential diagnosis. Co requisite: PTH611.

PTH602 (2)
Orthopedics II Allyn
A continuation of the presentation of information regarding orthopedic pathology of the spine with emphasis on treatment techniques for the different pathologies from a physical therapist's perspective. A decision making model focusing on a differential diagnosis is incorporated throughout the course. Co requisite: PTH612.

PTH606 (1)
Pharmacology in Physical Therapy TBA
Introduction to the general principles of pharmacology including pharmacokinetics and the development of a non-prescriptive knowledge of drug nomenclature, classification and medications specifically impacting physical therapy practice.

PTH611 (2)
Orthopedics I Laboratory Almeter
Clinical application and practice in the special techniques to assess and treat acute and chronic orthopedic pathologies of the extremities and spine. Taught by working through the evaluation process, by using case studies and occasionally actual patients. Co requisite: PTH601.

PTH612 (2)
Orthopedics II Laboratory Allyn
Designed for practice of the special techniques required in the assessment of intervention of acute and chronic orthopedic pathologies of the cervical, thoracic, and lumbar spine. Co requisite: PTH602.

PTH 613 (2)
Health Promotion & Wellness II De Leon
Advanced evaluation and application of personal and interpersonal principles of leadership, prevention, health promotion, wellness and fitness for individuals, groups and communities. Synthesis of the role of Physical Therapists in teaching, learning and leadership through design and integration of a community assessment and prevention of disability service project.
Prerequisite: PTH513

PTH616 (1)
Scholarly Inquiry and Dissemination I Katuli
Introduction to the principles and practice of research including: research and null hypothesis, research questions, research design, research ethics and IRB protocol, sampling, validity and reliability, methodology, hypothesis testing and critical evaluation of physical therapy literature. Knowledge of the concepts needed for writing a graduate research proposal is interwoven throughout this course to prepare students for the Capstone Project.

PTH617 (1)
Scholarly Inquiry and Dissemination II Katuli
Application of the principles and practice of research, including designs, IRB, ethics, hypothesis testing and critical evaluation of clinical literature as they relate to preparation of the Capstone Research Project. Preparation and development of a graduate research proposal is interwoven throughout this course.

PTH622 (1)
Research Statistics Katuli
Fundamental procedures in data management, summarizing, presenting, analyzing, and interpreting statistical data. Statistical tests applied to medical specialties. Prerequisite: Co requisite: PTH632.

PTH625 (2)
Cardiopulmonary Orrison
Lectures covering selected topics in cardiopulmonary medicine, focusing on clinical presentation, diagnostic tests, and medical and physical therapy interventions. Co requisite: PTH635.

PTH626 (2)
Prosthetics and Orthotics Hagemeyer
Study of Orthotics and prosthetics including the evaluation, application, and management of individuals with limb loss and limb impairment requiring orthotic and /or prosthetic intervention. Application of these devices in physical therapy to maximize functional independence.

PTH632 (1)
Research Statistics Laboratory Katuli
Practice in the computation of statistical data using appropriate tests. Practical applications of techniques in research and statistical computations including probability, normal distribution, Chi Square, correlations, linear regression and logistic regression. Co requisite: PTH622.

PTH635 (1)
Cardiopulmonary Laboratory Greene
Emphasis on physical therapy assessment and intervention with cardiac and pulmonary patients. Practice of relevant techniques, such as stress testing, percussion, pulmonary function tests and breathing techniques, as well as other techniques identified in the Physical Therapy Guide to Practice. Co requisite: PTH625.

PTH640 (2)
Pediatrics Pawielski
An overview of embryologic development, followed by normal infant/child development to 5 years of age with an emphasis on motor development. Identification of assessment techniques for infants and children with normal and abnormal development. Description of various pediatric pathologies encountered in physical therapy with appropriate corresponding assessment and treatment approaches. Co requisite: PTH650.

PTH645 (3)
Physical Therapy Administration Aerts/Bermingham
A study of the organizational structures, operations, and financing of healthcare delivery institutions and an examination of the organization and interrelationship of their professional and support elements. Application of current health care management strategies and theory are related to the acute-care facility and independent practice.

PTH646 (2)
Spirituality in Healthcare Dent
A discussion of 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 and addressing the spiritual needs of patients/clients, family members, and ancillary medical staff in a professional environment.

PTH647 (2)
Differential Diagnosis Allyn
Analysis of the clinical decision-making process, with special focus on clinical guidelines, Physical Therapy Guide to Practice, and differential diagnosis. Differential diagnosis is addressed through comparison of systemic signs and symptoms, as well as appropriate diagnostic tests which may indicate involvement of a problem outside of the scope of PT practice.

PTH650 (2)
Pediatrics Lab Pawielski
Practice of physical therapy assessment of the infant/child that address different developmental domains. Practice in the special techniques required in assessment and treatment of pediatric patients diagnosed with selected pathologies. Introduces current treatment approaches, such as Neurodevelopmental Treatment (NDT), with their effects on treatment goals. Co-requisite: PTH640.

PTH651 (2)
Neurology I Lee
Review of basic neurophysiological mechanisms specific to nervous system dysfunction, related to clinical concepts in treatment of conditions affecting the nervous system, such as spinal cord injury, head injury, stroke, and selected peripheral pathologies. Emphasis on comparing and contrasting facilitation techniques. Co requisite: PTH661.

PTH652 (2)
Neurology II Lee
Continuation of Neurology I, focusing on assessment of and intervention in selected neurologic conditions. Common treatment techniques are compared, with rationale for use of each. Co-requisite: PTH662.

PTH661 (2)
Neurology I Laboratory Lee
Clinical application, rehabilitation practice, and techniques applied to nervous system dysfunction. Intervention techniques for conditions affecting the nervous system, such as spinal cord injury, head injury, stroke, and selected peripheral pathologies. Co requisite: PTH651.

PTH662 (2)
Neurology II Laboratory Lee
Clinical application, rehabilitation practice, and techniques applied to basic physiological and neurophysiological mechanisms specific to nervous system dysfunction. Focus on techniques

appropriate for use with neurologic patients and evaluation of patient response to treatment. Prerequisite: PTH662. Co requisite: PTH652.

PTH670 (0)
Written Comprehensive Examination I Orrison
Assesses the student physical therapist's ability to understand and apply concepts from the foundational and introductory clinical sciences to the practice of physical therapy.

PTH680 (2)
Clinical Practicum Scott
To allow for flexibility in schedule times and locations for clinical experience. It also creates more opportunity for integrated clinical experience in the curriculum. Repeatable.

PTH711 (1)
Clinical Reasoning I, Musculoskeletal Almeter
A course intended to enhance the skills associated with clinical reasoning within the Physical Therapy setting. It will address the thought process that enter into every aspect of patient care in the practice of physical therapy, from the history to the physical exam; the differential diagnosis to the development of the prognosis; the plan of intervention to the eventual discharge. Corequisite: PTH721

PTH712 (1)
Clinical Reasoning II, Neuromuscular Lee
A continuation of PTH711 Clinical Reasoning I. Prerequisite: PTH711 Corequisite: PTH722

PTH721 (1)
Clinical Reasoning I Laboratory, Musculoskeletal Almeter
A continuation of PTH721 Clinical Reasoning I. Labs are designed to reinforce specific skills (evaluative or therapeutic) applicable to each lecture topic and add advanced exercises and treatments not previously covered. Corequisite: PTH711

PTH722 (1)
Clinical Reasoning II Laboratory, Neuromuscular Lee
A continuation of PTH712 Clinical Reasoning I Laboratory. Prerequisite: PTH712 Corequisite: PTH721

PTH726 (2)
Geriatrics Stallard
Study of the unique characteristics of the geriatric patient, especially the physiological, psychological and social aspects, related to special needs in the physical therapy assessment, plan of care, and intervention.

PTH736 (3)
Psychosocial Issues in Healthcare Young
An introduction to psychosocial responses to illness and disability, especially the interpersonal relationships between the therapist, the family and the patient. Common psychiatric disorders are discussed along with their clinical diagnosis, treatment regimes, projected outcomes and methods for handling these responses in clinical situations.

PTH765 (2)
Christian Ethics in Rehabilitation Sciences De Leon
This course uses a Christian biblical framework to explore ethics, values, professional responsibilities, advocacy, service, and commitment to lifelong learning and leadership in the ever-changing healthcare environment. Students will begin to develop their professional identity based on this framework.

PTH768 (1)
Professional Compendium Hess
Exploration and application of practical skills for DPT professionals; includes preparation of a professional portfolio, interviewing practice, personal financial literacy and planning, evaluating continuing education options, and preparation for professional licensure examination.

PTH770 (0)
Practical Comprehensive Examination Almeter

PTH799 (1,1,1)
Research Project (topic) Katuli
Provides students with guidelines and supervision for data collection, management, analysis, thesis preparation and oral presentation. To be repeated to 3 credits.

PTH870 (0)
Written Comprehensive Examination II De Leon
Assesses the student physical therapist's entry level preparedness to apply the concepts of the clinical sciences to safe and effective patient-centered care in the practice of physical therapy.

PTH885, 886, 887 (6,6,6)
Clinical Education I, 2, 3 Scott
Advanced full-time clinical experience (12 weeks each) in a variety of physical therapy practice settings involving patients/clients with diseases and conditions representative of those typically seen across the lifespan and continuum of care.
Prerequisite: PTH680