

Transitional Doctorate of Physical Therapy (tDPT) Student Handbook 2023-24

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 several excellent graduate programs.

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

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

¹ 2019-2020 Andrews University Bulletin, Vol. 108, p. 9

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 Postprofessional Director, Elizabeth Oakley, if you have questions relating to this handbook or the School of Rehabilitation Sciences here at Andrews University.

Introduction to the School of Rehabilitation Sciences

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

PT courses were originally taught in various classrooms on campus. In the Fall of 1988, the program moved into the remodeled PT Building, except for the Anatomy Lab, which remained in Halenz Hall in the Science Complex.

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.

Wayne Perry was hired from Loma Linda in the Fall of 1994 to be the program director of the Master of Science in Physical Therapy (MSPT) program on the Berrien Springs Campus.

Bill Habenicht resigned in 2002, and Wayne Perry and Daryl Stuart became co-chairs of the School of Rehabilitation Science. In July of 2002, Daryl Stuart resigned, and Wayne Perry became the School of Rehabilitation Science chair. Around this same time, the university consolidated the MPT program in Dayton into the MSPT program in Berrien. In October of 2005, the last Dayton MPT class graduated, after graduating 365 students.

For three years, between 2001 and 2002, the department offered an Advanced Masters of PT (AMPT). A total of five students graduated from the AMPT program. The AMPT was the precursor to the current Postprofessional Program under the direction of Kathy Berglund.

In 2002, the School of Rehabilitation Science followed the APTA recommendation that all PT programs transition curriculum to a Doctor of Physical Therapy degree (DPT). The process to upgrade from a Masters to a Doctoral program transitioned smoothly as the last MSPT cohort completed their requirements. The last MSPT class graduated in 2004 after graduating 568 students.

The new DPT three-year program accepted students with a Bachelor's degree, but also accommodated students who had not yet earned a Bachelor's degree. These students follow a 3+3 curriculum: three years undergraduate-level courses to complete prerequisites (Freshman, Sophomore, and Junior years), plus three years in the professional 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: Wellness after two semesters in the DPT program. The first cohort of DPT students started classes in 2002, with 12 students.

In 2002, the School of Rehabilitation Science 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.

Wayne Perry retired in 2013. Kimberly Ferreira, then the director of clinical education, was hired as the new department chair.

The new Anatomy Lab opened in the Fall of 2014, after remodeling additional space from the Custodial Department Warehouse. This brings 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 students.

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

- Entry-level degree (DPT) for college juniors or graduate students
- * Transitional DPT (tDPT) for PTs who have a Bachelor's or Master's degree in PT
- * Doctor of Science (DScPT) for PTs who desire an advanced terminal PT degree

1. MISSION, GOALS AND STANDARDS

1.1 Andrews University Mission

An 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. Andrews University, a distinctive Seventh-day Adventist Christian institution, transforms its students by educating them to seek knowledge and affirm faith 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 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 Seventh-Day Adventist Church

1.2 College of Health and Human Services (CHHS) Mission

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

1.3 School Vision Statement

Uniting Christianity with Healthcare Education.

1.4 School Mission

To empower students who dream of becoming excellent physical therapists.

1.5 School Core Values - Exemplify Christian values through:

² 2019-2020 Andrews University Bulletin, Vol. 108, p. 98

Family Spirit

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

Servant Heart

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

Inquisitive Mind

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

1.6 Statement of Philosophy

The tDPT program affirms the mission and values of Andrews University and the College of Health and Human Services in its desire to educate professionals for generous service to others with a faithful witness to Christ. The Andrews University School of Rehabilitation Sciences is committed to excellence in Christian healthcare education by training individuals to become physical therapists that provide evidenced-based service throughout the continuum of care.

1.6.1 tDPT Curriculum Plan Philosophy

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

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

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

1.6.2 The tDPT Graduate Philosophy

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

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

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

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

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

1.6.3 The t-DPT Program Objectives

Transitional Doctor of Physical Therapy graduates have the requisite knowledge and skills to be prepared for autonomous practice and provide contemporary evidenced-based service throughout the continuum of care. They will be the practitioner of choice for health networks and provide culturally sensitive care distinguished by trust, respect, and an appreciation for spirituality in healthcare.

tDPT Program Objectives - Graduates of the tDPT Program will:

1. Model personal behavior which accurately reflects Christian values, including an understanding of the role of prayer and faith in the complete healing process.
2. Continue to serve as members of the physical therapy profession, promoting the delivery of safe, ethical, effective patient care while upholding the standards of the profession.
3. Demonstrate in-depth knowledge of clinical sciences relevant to physical therapy, both in their fundamental context and in their application to the physical therapy clinical practice.
4. Demonstrate competency in clinical skills necessary to conduct a comprehensive physical therapy evaluation, establish a differential diagnosis, determine patient prognosis, establish intervention and/or prevention activities, and provide guidance in health and wellness.
5. Provide "primary care" to clients/patients within the scope of physical therapy practice.
6. Demonstrate expressive and receptive communication skills necessary to display an appreciation of individual differences when delivering physical therapy care and when interacting with clients/patients, healthcare team members and others.
7. Possess the critical inquiry skills necessary to evaluate his/her professional knowledge and competencies in relation to evidence- informed physical therapy practice, along with evaluating current research, theory, and techniques so as to design a professional development plan necessary to integrate new knowledge into effective patient care.
8. Value the capabilities of other health care providers and the critical thinking skills necessary to determine the need for referral to those individuals.
9. Participate in the advancement of physical therapy at the community, state, or national level

1.7 Student Technical Standards of Performance

The intent of the t-DPT program is to graduate individuals who are prepared for all responsibilities and privileges of autonomous physical therapy practice. To function at this level, students must be able to complete, with reasonable accommodation as necessary, certain psychomotor, cognitive, communication, and behavioral skills. If a student cannot demonstrate these skills, it is the responsibly 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 tDPT program:

1.7.1 Psychomotor Skills

1. Get to lecture, lab and clinical locations, and move within rooms as needed for changing groups, partners, and workstations.
2. Physically maneuver in required clinical settings, to accomplish assigned tasks.
3. Move quickly in an emergency situation to protect the patient (e.g., from falling).
4. Maneuver another person's body parts to effectively perform evaluation techniques.
5. Manipulate common tools used for screening tests of the cranial nerves, sensation, range of motion, blood pressure, e.g., cotton balls, safety pins, goniometers, Q-tips, sphygmomanometer.
6. Safely and effectively guide, facilitate, inhibit, and resist movement and motor patterns through physical facilitation and inhibition techniques (including ability to give time urgent verbal feedback).
7. Move or lift another person's body in transfers, gait, positioning, exercise, and mobilization techniques. (Lifting weights between 10-100+ lbs.).
8. Manipulate evaluation and treatment equipment safely, and accurately apply to clients.
9. Manipulate bolsters, pillows, plinths, mats, gait assistive devices, and other supports or chairs to aid in positioning, moving, or treating a patient effectively. (Lifting, pushing/pulling weights between 10-100lbs).
10. Competently perform and supervise cardiopulmonary resuscitation (C.P.R.) using guidelines issued by the American Heart Association or the American Red Cross.
11. Legibly record thoughts in English for written assignments and tests.
12. Legibly record/document evaluations, patient care notes, and referrals, etc. in standard medical charts in hospital /clinical settings in a timely manner and consistent with the acceptable norms of clinical settings.
13. Detect changes in an individual's muscle tone, skin quality, joint play, kinesthesia, and temperature to gather accurate objective evaluative information in a timely manner and sense that individual's response to environmental changes and treatment.
14. Safely apply and adjust the dials or controls of therapeutic modalities.
15. Safely and effectively position hands and apply mobilization techniques.
16. Use a telephone.
17. Read written and illustrated material in the English language, in the form of lecture handouts, textbooks, literature and patient charts.
18. Observe active demonstrations in the classroom.
19. See training videos, projected slides/overheads, X-ray pictures, and notes written on a blackboard/whiteboard.
20. Receive visual information from clients, e.g., movement, posture, body mechanics, and gait necessary for comparison to normal standard for purposes of evaluation of movement dysfunctions.
21. Receive visual information from the treatment environment (e.g., dials on modalities and monitors, assistive devices, furniture, flooring, structures, etc.).
22. Receive visual clues as to the patient's tolerance of the intervention procedures. These may include facial grimaces, muscle twitching, withdrawal etc.

23. Hear lectures and discussion in an academic and clinical setting.
24. Distinguish between normal and abnormal lung and heart sounds using a stethoscope

1.7.2 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.

1.7.3 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.

1.7.4 Behavioral Skill

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

2. OPERATIONS

2.1 Faculty and Staff

School of Rehabilitation Sciences Chair and Postprofessional DScPT Director: Kim Ferreira, PT, PhD; kimferreira@andrews.edu

tDPT Postprofessional Director and Research Coordinator: Elizabeth Oakley, PT, MSPT, DHSc; oakleye@andrews.edu

Postprofessional Operations Coordinator & Advisor: Michele Keys, michelek@andrews.edu

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2.1.1 Postprofessional Operations Coordinator and Advisor

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

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

2.2 Policies and Procedures Manual

Faculty, staff, and students in the School of Rehabilitation Sciences are governed by the policies and procedures of Andrews University as documented in the Andrews University Working Policy, Employee Handbook, Procedure Manual or Student Handbook. This manual along with its related program handbooks are a compilation of policies and procedures that have been developed by the

School of Rehabilitation Sciences of Andrews University, specific to our professional education needs. It is intended to supplement (not replace) those of the university. These policies are in recognition of our responsibilities to the faculty, staff, and students as well as to the future patients/clients who will be treated by our graduates.

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

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

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

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

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

2.2.1 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 Director, 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 procedure 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; https://www.andrews.edu/shp/pt/zzz-pdf/dpt_associate_faculty.pdf
- Research & Dissertation Project Handbook on Learning Hub
- Andrews University Student Handbook; <https://bulletin.andrews.edu/content.php?catoid=20&navoid=4594>

2.3 Individual Rights and Safety

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

Information on the university policies concerning confidentiality may be obtained from the Andrews University Student Handbook.

In compliance with the Family Educational Rights and Privacy Act (FERPA), the federal law that governs release of and access to student education records, Andrews University grants the rights outlined within the Act to our students. For more information, please see the Andrews University Student Handbook section on FERPA online at <http://bulletin.andrews.edu/content.php?catoid=10&navoid=1114>

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 Postprofessional Physical Therapy students are considered to be full members of the academic community. As such, students have rights and responsibilities which are discussed in detail in the Andrews University Student Handbook, which is available through the Student Life Office and online at <http://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. This section only briefly introduces the reader to some of these rights. For more specific information, see the Andrews University Student Handbook.

2.5 Risk Situations

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

2.5.1.1 Withdrawal

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

2.5.1.2 Informed Consent

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

- Furnish a signed statement from the student's physician. This document will indicate the physician's recommendation(s) with any noted comments or limitations.
- Provide a signed Informed Consent Form (the signature of the spouse may also be required if pregnancy is involved). This may be required for each academic semester and is obtained from the Postprofessional Operations Coordinator.
- If a student is aware that they have been exposed to an infectious disease, for which they have not been immunized, they will share this information immediately with the program director. The student may be asked to take a test at the student's expense to ascertain if they are a potential carrier of the disease. It may be necessary for the student to withdraw from the program and arrange makeup time.
- **Any change noted by a student in their physical condition which has the potential of influencing their skills or judgments or endangering the safety or well-being of themselves, their unborn child, or their clients must be reported to the program Director.**

2.6 Student Grievance Procedure

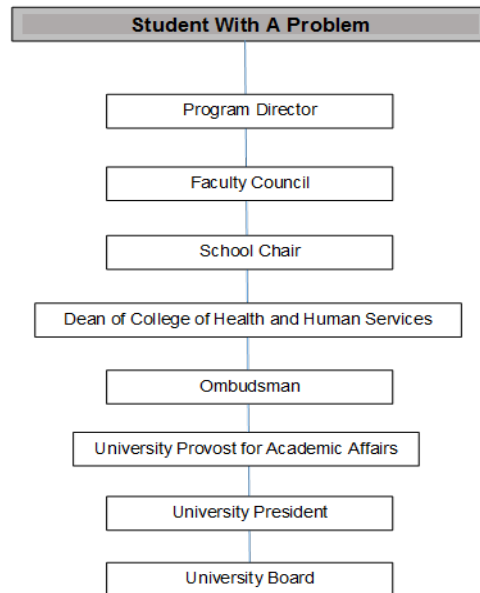
Any student with a complaint or concern about the School of Rehabilitation Sciences or one of its policies, programs, faculty, staff, or students will be requested to submit their concern in writing and should be delivered to the program Director for timely follow-up.

Complaints/concerns about a particular individual (faculty, staff, or student) should be addressed with that individual first. If the student with the complaint feels the situation remains unresolved, that student 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.

In writing to the School Chairperson or to the Dean of the College and Health and Human Services. Several things should be noted:

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



2.7 Discrimination and Harassment (Including Sexual Harassment)

Students should contact their faculty advisor, Program Director, School Chair, CHHS Dean, Provost, in that order, unless one of the above is suspect in which case start with the one higher up (see University Student Handbook for more specific information).

2.8 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.

2.9 Use of Protected Information

Information collected from students, lab subjects, patients/clients or from research subjects is considered confidential information and protected by applicable Health and Human Services laws (available through: <http://www.os.dhhs.gov/>). As such, the information 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.

2.10 Human Subjects

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

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

Policies and procedures for the use of human subjects in research 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.

2.11 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.

2.12 Personal Safety

Faculty, staff and students should follow Universal Precautions and Covid Precautions, as identified by the Centers for Disease Control, available at: http://www.cdc.gov/ncidod/dhqp/bp_universal_precautions.html when there is the possibility of contact with body fluids or potential contaminant.

2.12.1 Safe work 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.

The School Chair is responsible to:

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

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

2.12.2 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.

2.13 Personal Electronics Use

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

2.14 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.

2.15 Hazardous Materials

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

2.16 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 – 4:00
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 department operations assistant.

2.17 Office Hours: Faculty

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

2.18 Student Use of Facilities

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.

2.18.1 Dining

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

Science uses it for special events. All refrigerators will be cleaned during school breaks. Any items not removed prior to breaks will be discarded. Please be sure to pick up all trash and clean all areas utilized prior to leaving. At no time should food or drinks be opened, handled, eaten, or placed on or near equipment that could be damaged by an accidental spill.

2.18.2 Anatomy Lab

Although the School of Rehabilitation Sciences tDPT and DScPT curriculums do not include anatomy courses, the Program Director may arrange one or more review sessions for the learning needs of the Postprofessional students.

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

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

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

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

A list of precautions is published in the anatomy course syllabi. Precautions will be posted in the anatomy laboratories. These will be reviewed and discussed with the students by the respective instructor.

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

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

2.18.4 Pets

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

2.18.5 Student Computer Resources

The University maintains three large computer labs on campus. Bell Hall, Nethery Hall and Chan Shun Hall; all have computer resources available to students. In addition, the physical therapy department maintains a small free computer lab for physical therapy student use only. Access may be gained by use of the five terminals in the computer lab or through the "Wireless Web". To enter through the wireless web, students will need to purchase a wireless web network card at the ITS store which can be inserted into most laptops or notebook computers. Students may see the operations assistant in the program office to purchase printing rights in the computer lab. It should be considered a privilege to have access to this lab. Due to the high cost of maintaining this lab no other persons are permitted to enter. If you see someone other than a physical therapy student in this lab, please report it to the program office immediately. If this is not tightly controlled, the lab may be closed.

2.18.6 Student Personal Use of School Facilities

The University maintains three large computer labs on campus. Bell Hall, Nethery Hall and Chan Shun Hall; all have computer resources available to students. In addition, the physical therapy department maintains a small free computer lab for physical therapy student use only. Access may be gained by use of the five terminals in the computer lab or through the "Wireless Web". To enter through the wireless web, students will need to purchase a wireless web network card at the ITS store which can be inserted into most laptops or notebook computers. Students may see the operations assistant in the program office to purchase printing rights in the computer lab. It should be considered a privilege to have access to this lab. Due to the high cost of maintaining this lab no other persons are permitted to enter. If you see someone other than a physical therapy student in this lab, please report it to the program office immediately. If this is not tightly controlled, the lab may be closed.

2.18.7 Student Facility Access

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

2.19 Bulletin Boards - Bulletin boards are provided for student information

2.19.1 Program Bulletin Board

This bulletin board located outside of Classroom A is for general and specific announcements that may relate to the program or students. For on campus 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.

2.19.2 Career Opportunities Announcements

This bulletin board (located in the hallway across from Classroom C entrance) is for current listings of job openings in the field of physical therapy.

2.19.3 Housing, Licensure, and Scholarship Bulletin Board

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

2.20 Mail Service

Intercampus mail as well as the United States Postal Service mail may be dropped through the mail slot around the corner to the left of the student mailboxes by 11:00 a.m. if it is expected to go out that day.

2.21 Student Email and Teams

Each student will receive an email account through Andrews University. It is important that students check their Andrews email account daily. Faculty routinely send messages to students concerning changes in class schedules and information for assignments, exams, or quizzes through Teams. Students will be added to Teams and should check it regularly.

2.22 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. 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.

2.23 Program Safety

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

Learning Hub: <https://learninghub.andrews.edu/>

Campus Safety: <https://www.andrews.edu/services/safety/>

2.23.1 Fire

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

2.23.2 Evacuation 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".

2.23.3 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.

2.23.4 Lockdown

Inside Threat:

RUN

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

HIDE: If you cannot safely get out

1. Lock and 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

2.23.5 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 1 defibrillator located on wall across from classroom C.

2.23.6 Universal Precautions

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

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

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

Gloves should be worn:

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

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

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

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

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

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

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

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

3. ACADEMICS

3.1 Academic Plan – distance students

Upon acceptance into the distance tDPT program (or earlier if requested) an academic plan is created for each student that reflects the AU Academic Bulletin degree requirements. The plan includes a listing of courses the student will register for and complete during each semester throughout their course of study. A sample of courses and the sessions when they are offered can be found on our Website, on the Postprofessional Student Resource page. For required elective courses the student will work with their academic advisor. Academic plans may be sent to students by e-mail or teams.

3.1.1 Duration of the Program

The minimum time to completion is 18 months for the t-DPT. Please note that the minimum expected time for completing the Research Project is one year. All other University time limits on degrees apply; please consult the University Bulletin.

3.1.2 Required courses

To view a detailed description of required courses and course schedule, please refer to the University Academic Bulletin applicable for the year you entered the program.

3.2 Class Calendar

The Class Calendar will provide the semester dates. This calendar is meant to give the student and overall picture of the program. The actual dates are subject to change. Updates are given in the Class Schedule. See the Postprofessional Program, Student Resources website for the class calendar pertaining to your degree and cohort. Additionally, the University Academic Calendar contains applicable dates.

3.3 Curriculum Outline

The Curriculum Outline provides a list of courses that the Postprofessional physical therapy student will take for regular credit while in the program, along with the instructor who is currently assigned to teach them. A copy of the curriculum outline is available online on the Postprofessional Program, Student Resources website. The applicable outline is based on the degree requirements in the University Bulletin for the year the student enters the program.

3.4 Course Descriptions

The Andrews University Bulletin provides a course description for each of the required courses in the t-DPT Program. This description is meant to give you a better understanding of each course offered in the program. See <https://bulletin.andrews.edu/content.php?catoid=21&navoid=5002>

3.4.1 Class Schedule

The Class Schedule includes, lectures, week intensives, student activities and other reminders for the semester. It is available on the AU Postprofessional Student Resource webpage, or <http://www.andrews.edu/shp/pt/postpro/resourcesstudent.html>. Schedules for the following semester are added prior to the end of examination week of each respective semester.

3.4.2 Schedule Changes

For on campus students, 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, in as much advance notice as possible. 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.

3.4.3 Elective Courses

Students may choose electives from among Andrews University's physical therapy professional course offerings each year or other graduate level courses from Andrews University.

3.5 On-campus Registration Procedures

Before the close of each semester the department will inform and orient each student by email to the specific registration procedures and time schedules to follow for registration for the successive semester. Students must contact their advisor before registering for classes if there are "DGs" or "I" incompletes on record.

3.5.1 International Students

To enter the United States with a student visa, all international students must be enrolled full time, which is 8 credits each Fall and Spring semester. It is the student's responsibility to register for these 8 Graduate-level credits.

It is the student's responsibility to know and conform to all student visa requirements. Further information can be found from International Student Services at (269) 471-6395 or iss@andrews.edu.

3.6 Distance Program Registration Procedures

The online t-DPT degree is offered in short course format (on campus intensives) along with interactive online experiences. Registration procedures will be sent out to students via e-mail prior to the beginning of each University semester. This will include instructions about which courses and section numbers to register for, timing, and important web links. Registration MUST be completed according to the procedures and dates posted in the email. Failure to do so may interfere with proper distribution of student loans or retaining loan deferment status for those students receiving financial aid. Further, it will result in a late fee and loss of access to the Learning Hub, library, and other campus services necessary for course participation. Students must contact their advisor before registering for classes if there are "DGs" Deferred Grades, or "I" 's Incomplete on record. Please see the Academic Registration chart in the appendices.

Students will use their Andrews University login information to register through Registration Central at to AU Registration Central.

3.6.1 Research Project Registration

The required research project credits for tDPT students are PTH799 Research Project-- 3 credits. These credits are spread out throughout the student's academic plan and have required work attached to them. It is important that the student completes the work associated with these credits prior to registering for additional credits. Students will receive a "DG" or "Deferred Grade" for those credits until the work is completed at which time the Research Coordinator will change the grades to "S" or "Satisfactory." The Project Continuation Fee applies if the student has registered for all of their research credits but has not completed the research project and when the student is working on a research project while not registered for any classes for credit. When registering for Project Continuation, it is expected that full time and attention is being devoted to the research

project. See Andrews University Bulletin for course description
<https://bulletin.andrews.edu/content.php?catoid=21&navoid=5002>

3.6.2 Distance Program Enrollment Status

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

3.6.2.1 Inactive Status

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

3.7 Professional Expectations

All Physical Therapy program faculty are committed to the concept of adult learning where instructors serve as facilitators of the process of learning. Within this environment the student holds the ultimate responsibility to determine the quality of his/her educational experience. The generic abilities are behaviors, attributes, or characteristics that are not explicitly part of a profession's core of knowledge and technical skills, but nevertheless are required for success in that profession.

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

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

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

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

Professional Faculty Council may deem certain student infractions as serious enough to warrant immediate dismissal from the program.

3.7.1 Professional Behaviors

The Professional Behaviors document is the result of the University of Wisconsin—Madison PT education program and May W., Kotney L., and Iglarsh A. 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.

3.7.2 Communication

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

3.7.3 PT Student Dress Policy

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

University Dress Code (Andrews University Student Handbook)

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

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

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

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

Men's Attire—Pants or jeans with shirts or sweaters are the most appropriate dress for everyday campus wear. Examples of inappropriate attire are tank tops, bare midriffs, and unbuttoned shirts. Modest shorts are acceptable; however, athletic shorts are appropriate only for sporting activities.

Women's Attire—Dresses, skirts, pants or jeans with shirts, blouses, sweaters and/or jackets are appropriate for most occasions. Examples of inappropriate attire are sheer blouses, tube tops, low necklines, bare midriffs, spaghetti straps or no straps, tank tops, short skirts, and two-piece bathing suits. Modest shorts are acceptable; however, athletic shorts are appropriate only for sporting activities.

Accessories—these should be minimal and carefully chosen after considering the principle of simplicity above. Examples of jewelry and accessories that are not appropriate at Andrews University are ornamental rings and bracelets, necklaces and chains, earrings, and piercings 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.

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

1. *Students should avoid clothing that is tight-fitting or too revealing.*
2. *Students should wear clothing appropriate to their gender.*
3. *Fingernails should be trimmed so as not to interfere with treatment techniques.*
4. *Shoes generally are to be worn in all public places.*
5. *Bicycles, roller blades/skates and skateboards may not be used in public buildings.*
6. *Tattoos should be covered with clothing or camouflaged with discreet makeup or Band-Aid.*

Modest walking shorts are considered appropriate campus wear. Cut-offs, short shorts, and bicycle shorts are appropriate only for appropriate labs and athletic activities. Shorts are not permitted in Pioneer Memorial Church at any time.

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

PT Lab Attire

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

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

4. INSTRUCTION

4.1 Students as Patient Simulators

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

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

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

4.2 On-campus Program Attendance

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

Individual instructors have the right to establish specific attendance policies within their courses, which you will find published in the course syllabi. Additionally, students are expected to complete

all exams, quizzes, and assignments as they are scheduled. That includes online assignments, quizzes, and exams, etc. These dates are also included in the course syllabi. Requests for exceptions must be submitted in writing by email to the instructor and with cc: to the program director for consideration.

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

4.2.1 Attendance during on-campus intensive courses

Absences are not allowed during intensive courses when the on-campus cohort is joined by distance students and guest instructors. A student who is unable to attend class during this time due to unexpected life circumstances will be allowed to petition the Post Professional Faculty Council for a deferment. The specific reason for the absence must be submitted to the program office in writing within the week following the missed class. If a deferment is granted, the student will receive an "Incomplete" grade (see section 4.13.3.) and will be allowed to take the course the next time it is offered (usually once per year) without paying additional tuition. This may delay further progression through the program.

4.3 Distance Program Class Attendance

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

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

4.4 Examination and Assignment Schedules

Course instructors notify students of examination and assignment schedules class/laboratory schedules. The final examination date and time may also be listed in the course syllabus. Students are expected to take all exams or quizzes when they are scheduled. Students are not to ask the instructor to change the scheduled examination times. No provision is made for exams/quizzes missed because of voluntary absences. Exceptions must be cleared by either the department chair and/or the faculty, in advance.

Exceptions for taking quizzes, examination(s), or completing assignments must be made to Instructor and Program Director. Students must submit a request to his/her instructor at the beginning of the semester in order to be considered. Exceptions are only granted for emergency situations. Arrangements made prior to the issuance of the printed class schedule for any given academic session are made at the student's own risk and cannot be considered as reason for exception on an examination time. The program will attempt to publish a yearly schedule in a timely fashion for students to minimize any time conflicts.

If sick, the student should call the physical therapy program office, notifying them of the situation so that this information can be passed on to the instructor. Then the student needs to contact Student Health Service or their physician to obtain written verification of the illness. This verification must be presented to the instructor when making arrangements to make up the exam/quiz. When feasible the missed exam/quiz should be made up within 48 hours after the student returns to class. Make-up exams are not limited to the original format.

4.5 Class Absences

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

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

4.5.1 On-campus Program Excused Absences

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

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

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

4.5.2 Distance Program Excused Absences

Due to the nature of the program, absences from both on campus intensives and online courses are not allowed. Students who unexpectedly experience life circumstances which prohibit their attendance will be allowed to petition the Post Professional Faculty Council for a deferment.

Evidence of the incident necessitating the absence will need to be provided. If the deferment is granted, the student will be given an "Incomplete" grade and be required to attend the session missed the next time it is offered in the calendar year. The student is expected to contact the Post Professional Program Office to sign up for the course at the time of registration for the semester that the course is offered (normally once per year). The student may have to pay tuition, the school chair will review on a case-by-case basis.

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

4.5.3 Unexcused Absences

Faculty and staff are under no obligation to provide a means through which students can make up course content, examinations, quizzes, or assignments missed due to voluntary absences. This includes (but is not limited to) absences due to late registration, disciplinary suspension, travel arrangements, or social events. Students will automatically receive a score of zero for exams, quizzes, or assignments missed due to an unexcused absence. Travel arrangements made prior to the issuance of the class schedule for any given semester are made at the student's own risk and cannot be considered as a reason for an excused absence.

4.6 Class Cancellation: AU Alert/Class Cancellation

Classes or events canceled due to inclement weather, physical plant problems, or other uncontrollable situations will be rescheduled. A notice of school closing due to inclement weather will be reported on radio station WAUS 90.7 FM and WNDU, Pulse FM 96.9 and on WSBT or WSJV television stations. A banner with any class cancellation information will be posted on the Andrews University website. Andrews University has also established a school closing hotline to announce school closings during inclement weather. Call 471-7660 for a prerecorded message.

Students will be notified of the changes in the class schedule once arrangements have been made. Rescheduling will need to accommodate the teacher's schedule. Contract teachers are often Clinicians which may require classes be scheduled early or late in the day. Cancellation of a class for reasons other than inclement weather will be emailed to the student, posted on Learning Hub, posted on the whiteboard of the classroom where the class is normally held or posted on the exterior door by the student lobby. It is the responsibility of the student to check those locations for notification of canceled classes or schedule changes.

The University uses AU Alert, an emergency notification system that can send email, text messages, voicemails, and post to Facebook. Students are encouraged to visit www.andrews.edu/go/myems 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).

4.7 Academic Integrity

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

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

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

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

10. Acting deceitfully in any other academic matter.

The preceding examples of academic dishonesty are valid for every assignment or exam given throughout the course of the student's doctoral program. Plagiarism, which includes AI generated work, is not allowed on any written work that the student submits in the program. Student work may be submitted to AI or plagiarism detection tools to ensure that student work product is human created. Proper identification of sources is always required. If there is confusion as to how to properly cite sources, please refer to the style manual or ask the instructor.

One goal of the Postprofessional program is the development of individuals who will be capable of contributing scholarly works relevant to the field of physical therapy. Unfortunately, not all individuals have applied the concepts of professional ethics to their work. The phrase "scientific misconduct" has been identified to describe ethical problems that have been identified in scientific and academic publications. An addendum, taken from the American Medical Association Manual of Style, details some of the important concepts of scientific misconduct. These concepts, as well as the preceding examples identified above, serve as guidelines for scholarly work of any kind. Furthermore, as a professional, you are expected to know and understand these guidelines. Not knowing what plagiarism is, is not an acceptable excuse!

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

<https://www.andrews.edu/distance/students/exams.html>

If you have any questions, please contact Steve Fox at 269.471.6566, K-20 Testing Supervisor sdeexams@andrews.edu

For further information on the University Academic Integrity Standards, Pledge and Policy please see the University Bulletin Resources https://www.andrews.edu/academics/academic_integrity.html

4.8 Grading System

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

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

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

4.9 Posting Scores or Grades

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

4.9.1 Course Grades

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

4.9.2 Grade Problems

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

4.9.3 Incomplete Grades

Students who are unable to complete a course in the time frame established by the program due to illness or unavoidable circumstances and not because of negligence or inferior performance will receive an "INCOMPLETE" (I). Students will be charged an incomplete fee for each incomplete grade issued. Prior to the issuance of the "I", the student should have been in contact with the instructor as to the necessitating circumstances. The student is required to establish a timeframe that he/she will be able to complete the work by, with the course instructor. Once this has been established, the student must adhere to this timeline. Failure to do so will result in the grade defaulting to the percentage earned up to the point of the missing work. All "I"s must be cleared within a one-year time period.

4.10 Graduate Academic Requirements

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

1. A grade of "C" (2.00) or greater in each graduate course
2. An "S" grade in all courses which have Satisfactory/Unsatisfactory grading.
3. A cumulative GPA of 3.00 or greater in all graduate physical therapy coursework used to meet the degree requirements. One probationary semester (the semester immediately following) is given to students below 3.00 to allow the student to raise their graduate GPA back above the 3.00 minimum.

Academic Points

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

4.11 Exceptions to Grading Policies

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

4.12 Research Curriculum and Project

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

The Research Project serves as an outcome component for the t-DPT degree and at the same time allows students to make a valuable contribution to evidence-based physical therapy practice. You will be working with the Research Coordinator and/or an assigned faculty advisor to determine an appropriate research project.

4.13 Comprehensive Exams

In the 3rd Semester of the tDPT program students are required to take and pass a Written Comprehensive Examination. This is a test of readiness to take the NPTE. The passing score is determined by the Post Professional Faculty Council after the students have taken the exam. Should the student not pass the exam the student will receive an additional opportunity within the semester to take a 2nd Exam. If the student is unable to pass the exam after the 2nd attempt, the student will receive an Unsatisfactory grade and will receive 1 academic point. The student will be required to submit a remediation plan to the Program Director, follow through with the study plan, and register again for PTH870.

In the 4th Semester of the tDPT program, and prior to the final Off-Site Clinical Practicum, students are required to take and pass a Practical Comprehensive Examination indicating the student's preparedness for Clinical Practice. Passing scores will be determined by examiners designated by the Postprofessional Faculty Council. Failure to pass will result in Remediation of skills to assure competency and 1 academic point.

4.13.1 On-campus Program Clinical Practicum-Integrated Clinical Practicum PTH680

Beginning in the 2nd year (Session 4) of the on-campus tDPT program, supervised clinical practice is part of the required coursework. This clinical 2 credit practicum experience will be provided on the campus of Andrews University at 40 hours per credit hour.

4.13.2 Off-campus Clinical Practicum Hours-Advanced Clinical Practicum PTH780

During the Session 5, the last semester of the tDPT program, the students will complete 2 credits of Clinical Practicum at an off-campus location. They should register for 2 Credits of Clinical Practicum PTH 680 (80 hours per credit). The students will locate a site where the clinical may be held and contact the clinic to plan for attendance and supervision. A contract between Andrews and the clinic must be in place before the start of the clinical hours. This can be arranged by going to Learning Hub for PTH 780 and accessing the forms and requirements for the Clinical Practicum. These must be completed before the practicum can be initiated. Questions may be directed to Professor William Scott at scottw@andrews.edu. Your Clinical Instructor (CI) will use the Clinical Performance Instrument (CPI) to evaluate your performance. Upon completion of the Clinical Practicum, completed CPI forms must be uploaded to Learning Hub so a grade may be entered for your experience.

International Students – CPT and OPT

To be eligible for CPT, you must have a valid US PT license in the state you plan to do your Advanced Clinical Practicum. Further requirements and arrangements would then be done through International Student Services prior to the experience. A CPT form must be initiated by the student, signed by the Postprofessional Director, and forwarded to the ISS office.

OPT

The OPT clock starts ticking once you graduate and it is strongly recommended that you apply for it during the final semester of the program (consult with ISS). To be employed as a physical therapist in the US, you need to have a US physical therapy license from the state you plan to work in. This requires that you pass the NPTE licensure exam which is only offered on specific dates throughout the year. This will take advance preparation and planning on your part, outside of your academic work and it is important that you do not neglect your current studies.

4.14 License

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

4.15 Graduation

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

4.15.1 Graduation Application

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

5. STUDENT EXPERIENCE

5.1 Campus Services

A variety of services are available to all university students and faculty. Andrews University is committed to helping students succeed by keeping each learner “classroom ready.” This handbook only briefly introduces the reader to some of the many services offered. The University Bulletin and Student Handbook provide a more comprehensive view of available services. Please note that since some sessions are held during campus breaks, all facilities may not be available. All phone numbers begin with area code 269 and prefix 471.

5.1.1 Andreasen 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/>.

5.1.2 Campus Cafeteria and Gazebo (ext. 3161)

Located on the second floor of the Campus Center, the Terrace Café operates a vegetarian and vegan dining service. Check out their website at <http://www.andrews.edu/services/dining/meal-plans/index.html> to explore the meal plan choices.

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

5.1.3 Campus Ministries (ext. 3211)

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

5.1.4 Campus Safety (ext. 3321)

The Campus Safety Department is available 24 hours a day, seven days a week 365 days a year to help you. It is located in the one-story red brick building on Seminary Drive between Garland Avenue and Grove Street. Their regular office hours are from 8:00 A.M. to 8:00 P.M. Monday through Thursday and 8:00 to 4:00 on Friday. The Campus Safety Department can assist you with parking permits, opening locked doors, escorting you to your vehicle or dorm, contacting the local police and answering questions on university rules and regulations.

5.1.5 Campus Store (ext. 3287)

Located in the Campus Plaza, the Bookstore's normal operating hours are from 9:00 A.M. to 5:00 P.M. Monday through Thursday, and 9:00 A.M. to 1:00 P.M. Friday and Sunday. Here is where individuals can purchase text and reference books, office and school supplies, and university-imprinted clothing and gifts. Merchandise can be purchased with cash, checks, and credit cards or by charging items to the student's account.

5.1.6 Computer Lab (ext. 6020)

There are three major computing laboratories on campus that are available for use by registered students and faculty who supply their own drives to store personal data files. Various computer programs are available including word processing, spread-sheets, databases and statistical packages. These labs are located in Bell Hall 182 (ext. 6020), Nethery Hall 208 (ext. 6010), and Chan Shun Hall 225/226 (ext. 3422). Students can access the University network from all major buildings on campus with a laptop or notebook computer and a wireless web network card which can be purchased at the ITS store. The physical therapy department also maintains a small computer lab for use by physical therapy students and faculty only.

5.1.7 Counseling and Testing Center (ext. 3470)

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

5.1.8 Health Services (473-2222)

Students may direct their health needs to the University Medical Specialties, located next to Apple Valley Market, between 8:00 A.M. and 5:00 P.M. Monday through Thursday, and 8:00 A.M. and 12:00 noon on Friday. Physician appointments and nurse visits, as well as most short-term medications are available to all students.

5.1.9 Housing Information

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

Andrews University has guest room accommodations available on campus. Contact Guest Services for more information at 269-471-3360/3670 or go online to www.andrews.edu/about/visiting/stay_at_andrews.edu. These rooms are available on a first come, first serve basis.

There are several local hotels that also provided accommodations here in the area.

<p>Candlewood Suites 2567 W. Marquette Woods Rd Stevensville, MI 269-428-4400 Hwy I-94, exit 23 Ask for Special Rate for Andrews</p>	<p>Hampton Inn 5050 Red Arrow Hwy Stevensville, MI 269-429-2700 Hwy I-94, exit 23</p>
<p>Holiday Inn Express 3019 Lakeshore Dr. St. Joseph, MI 269-982-0004 Hwy I-94, exit 23, North on Bus. I-94</p>	<p>Silver Beach Hotel 100 Main Street St. Joseph, MI 866.514.6232 Hwy I-94, exit 23, North on Bus. I-94</p>
<p>The Upper Room (fully equipped 3 bedroom apartment) Ideal for families or students who could share. http://berriensupperroom.com</p>	

5.1.10 International Student Services (ext. 6395)

Located on the 3rd floor of the Administration Building, the International Student Services office provides counseling on immigration regulations and coordinates orientation programs for international students. Assistance is available in both their home country and on campus.

5.1.11 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.

Distance Program:

For those students who come to campus for intensives, a library orientation is available upon request. To request articles when off campus please go to <https://www.andrews.edu/services/library/>. If the journal you need an article from is held at the James White Library (JWL) they will scan the article and email them to you. For interlibrary loan requests, please go to <https://www.andrews.edu/services/library/> for a description of the policies regarding these requests. There is a limit of 10 requests per week. Students are encouraged to be familiar with the holdings at their local libraries or hospital libraries as many times the articles can be accessed in these facilities.

5.1.12 Student Financial Services (ext. 3334)

The Student Financial Services office, located in the Administration Building, handles all applications and processing of financial aid as well as payment arrangements. Students desiring financial aid should contact Student Financial Services by February 1 of each school year. Work closely with your financial advisor to be certain that your financial aid/ payment plans are in place well before the beginning of your program, and each Session as they happen. Also visit the APTA Foundation website for more information on grants and scholarships available for Postprofessional.

5.1.13 Student Success Center (ext. 6096)

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

5.1.14 Students with Disabilities (ext. 3227)

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

5.1.15 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.

For distance students the service is available if you contact the writing center. E-mail:

5.1.16 Notary Services (6490)

Free Notary services are provided free of charge to all DPT students, faculty, and staff by the administrative assistant. Notary services are also provided for a small fee through the university accounting department on the second floor of the Administration Building.

5.2 Student Class Clubs – On campus tDPT Program

The On-campus cohort of Postprofessional students will select a representative from their class during the Fall Semester of each year in the program. The term of office will be one year. The representative may serve more than one term, if re-elected.

5.3 Transportation

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

5.4 PROGRAM FEES

5.4.1 On-campus Program Application Fee(s) & Deposit

Please see the Andrews University's Academic Bulletin General Information; for amounts and the Physical Therapy website for specific details on how and when they should be paid.

There is a required confirmation deposit that confirms for the accepted student a position in the Postprofessional 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. This is a non-refundable deposit for all other applicants.

5.4.2 Distance Program Application Fee(s)

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

5.4.3 Distance Program Registration Fee

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

5.4.4 Distance Program Project Continuation Fee

If you have completed all your course work and registered for all of your required research credits but have not yet finished your research project, you will need to register for PTH788 Project Continuation to maintain your status as a student. If you have additional required coursework, you will need to register for PTH655 Program Continuation. The fee for each of these courses \$295.

5.4.5 On-campus Tuition Fees

Tuition for the Postprofessional Program is not dependent on number of credits and is charged in a block format of five equal amounts for the five terms of each academic year. 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. Additional Andrews fees include the University General Fee, dorm/housing, food, insurance, certain medical expenses, books and supplies. There is no discount for students who already have a degree from Andrews University. Contact Student Financial Services for answers to specific questions.

5.4.6 Distance Program Tuition

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

Student expenses covered by tuition include:

- Postprofessional program courses (courses outside of the Postprofessional Program are not included)
- Normal teaching and office equipment and supplies as with other similar departments on campus
- Student liability insurance
- Fees for specialized lectures/seminars within the physical therapy curriculum.
- Other university services as outlined in the University Bulletin

Student expenses covered by the professional education tuition fee include:

- Physical therapy related equipment for laboratories and research
- Student kit that includes tools that will be needed throughout the program
- Use and maintenance of the Physical Therapy Computer Lab including the computers and the prepaid printing plan.

5.5 Medical Insurance

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