



SCHOOL OF PHYSICAL THERAPY

Ranked Faculty Handbook

The policies in this document are reviewed annually. Substantive revisions will be brought forward to the faculty for approval.

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SECTION 1

School of Physical Therapy Workplace Commitment

Workplace Commitment

As a member of the School of Physical Therapy community, I commit myself to the following principles:

Be IN:

I commit to...

- ◆ The mission of the University and the mission of our College and School
- ◆ Fostering inclusiveness in our community
- ◆ Being punctual and present in our meetings
- ◆ Recognizing my biases and approaching decisions with an open mindset
- ◆ Trusting the intention of others

Be REAL:

I commit to...

- ◆ Expressing gratitude daily
- ◆ Being honest and authentic in my relationships
- ◆ Treat others with dignity and respect as I wish to be treated
- ◆ Engaging in respectful dialogue and listening first to understand
- ◆ Being mindful of feelings of unease and calling in with compassion
- ◆ Accepting and giving constructive feedback graciously
- ◆ Being accountable for my actions and meeting established due dates
- ◆ Supporting each other, especially when others are experiencing challenges
- ◆ Being invested in the building up of others

Be BOLD:

I commit to...

- ◆ Seeking the magis in our work
- ◆ Being forward thinking and inspiring innovation
- ◆ Being creative and collaborative in problem-solving
- ◆ Recognizing the wisdom of the whole to inform decision making
- ◆ Providing reflective input that focuses on the greater good

January 2020

SECTION 2

Mission
Goals
Expected Outcomes

SECTION 1: Mission, Goals and Outcomes

Regis University

Regis University Mission

As a Jesuit Catholic university, Regis seeks to build a more just and humane world through transformative education at the frontiers of faith, reason and culture.

Regis University Student Learning Outcomes (Regis 9)

Knowledge

1. Knowledge of a discipline or content area
2. Knowledge of diverse cultures, perspectives, and belief systems
3. Knowledge of arts, sciences, and humanities

Skills

4. Ability to think critically
5. Ability to communicate effectively
6. Ability to use contemporary technology

Values

7. Commitment to ethical and social responsibility
8. Commitment to leadership and service to others
9. Commitment to learning as a lifelong endeavor

Rueckert-Hartman College for Health Professions

Within the Jesuit, Catholic tradition of Regis University, the Rueckert-Hartman College for Health Professions is an interprofessional college embracing the following mission and values:

MISSION

Our mission is to advance the ideals of social justice and the health of our global community through innovative teaching and learning, and exceptional practice and scholarship.

VALUES

We Commit Ourselves to:

- Prioritize student-centered learning, emphasizing the care and education of the whole person.
- Nurture respect for human diversity and inclusion.
- Use evidence as the basis for education and practice.
- Demonstrate ethical behavior and values-based practice in health care.
- Provide practice and service opportunities that are transformative.
- Develop leaders who are mindful of the social determinants of health, promoting health equity and increased access to health care, with the intention of transforming the future of health delivery systems to advance the welfare of our global community.

Rueckert-Hartman College for Health Professions Faculty Practices and Procedures Manual

Faculty members in the School of Physical Therapy (SOPT) are also governed by the policies and procedures as specified in the Rueckert-Hartman College for Health Professions Faculty Practices and Procedures Manual posted on the RHCHP Sharepoint drive. Those policies and procedures outlined in the School of Physical Therapy Faculty Handbook are intended to supplement and not replace those specified by Rueckert-Hartman College for Health Professions.

School of Physical Therapy

Overview

The School of Physical Therapy includes five distinct programs, (1) Undergraduate Health and Exercise Science (HES), (2) Entry-Level Doctor of Physical Therapy (DPT), (3) Regis Pathway of the Creighton University Occupational Therapy Doctorate (OTD), (4) Residency in Orthopaedic Physical Therapy (ROPT), and (5) Fellowship in Orthopedic Manual Therapy (FOMPT). The School of Physical Therapy has an overarching mission, vision, and strategic goals and each of the programs has its unique mission, vision, and goals consistent with that of the School.

School of Physical Therapy Mission

We are an innovative, value-centered, passionate team committed to transforming individuals and communities in accordance with the Jesuit tradition. Through reflective, evidence-based, experiential education we inspire students to become global citizens as leaders in service of others. Our graduates embody professionalism, social responsibility, cultural sensitivity, and excellence in their endeavors to promote health.

School of Physical Therapy Vision

Our collaborative programs will cultivate individuals who champion optimal health throughout the world by igniting ingenuity in education, scholarship, and sustainable community partnerships

School of Physical Therapy Strategic Plan Goals

The School of Physical Therapy has a formal and regular strategic planning process that is focused on the 5-year future of the School. This process involves multiple stakeholders (faculty, staff, students, alumni, and external stakeholders) in identification of strengths and weaknesses, environmental influences, and opportunities and threats. Strategic planning is accomplished within the context of the University, College, and School mission and vision statements. Following the visioning of the future, strategic goals, objectives, and activities are identified and reviewed annually.

Strategic Planning Overarching Goals for 2017-2021 (4 C Themes)

1. **Community:** Develop sustainable community partnerships and resources for experiential learning, residency and fellowships, continuing education, clinical practice, and community and global health.
2. **Collaboration:** Foster collaboration within program, school, university and external communities in the areas of interprofessional education, scholarship/research, expertise and complementary skills and backgrounds to promote efficiency (work smarter, not harder).
3. **Creative Ingenuity:** Develop and implement comprehensive and dynamic curricular review processes and apply prioritized curricular revisions across the School of Physical Therapy programs.
4. **Clarity:** Clarify and, when necessary, develop processes, procedures, and/or policies regarding staff and faculty workload, personnel annual evaluation, and school-based assessment.

Entry-Level Doctor of Physical Therapy

The School of Physical Therapy matriculated its first class of 27 physical therapist students in January 1995, and these students graduated in December 1996 with a Master of Science Degree in Physical Therapy. Five years after the master's degree had been established, faculty re-designed the curriculum to launch the Doctor of Physical Therapy (DPT) degree. The class that entered in 2001 was the first class, not only at Regis University, but in the State of Colorado, to enroll in a program offering the DPT degree. Regis University was the 22nd program in the nation to offer the DPT degree. Today, the ranked faculty of the School are all doctoral-prepared, aided by over 50 affiliate faculty members who assist throughout the curriculum. In addition, clinical education scholars, along with clinical educators and instructors, provide clinical instruction to students during clinical experiences. In April 2011, the entry-level DPT program was re-accredited by the [Commission on Accreditation in Physical Therapy Education](#) (CAPTE) for a period of 10 years.

Mission: DPT Program

We are an innovative, value-centered community committed to transforming lives in a diverse world through service, health promotion and optimizing movement. In the Jesuit tradition, we use reflective, evidence-based, experiential education that prepares Doctor of Physical Therapy students to become leaders and integral partners in healthcare.

Vision: DPT Program

Our DPT program will cultivate transformative physical therapists who will engage in service, leadership, and professional excellence within a global community.

Residency in Orthopaedic Physical Therapy

Beginning in 2020, Regis University's Residency in Orthopaedic Physical Therapy (ROPT) program is an intensive one-year program focusing on progressive didactic education with courses specific to orthopedic physical therapy practice. This 12-semester hour specialty allows for rapid post-professional development, advanced clinical decision making and prepares candidates to sit for the American Board of Physical Therapy Specialties (ABPTS) Orthopaedic Clinical Specialist (OCS) certification examination. The ROPT has been accredited by the APTA as a post-professional clinical residency program for physical therapists in Orthopaedic Physical Therapy from 2021-2026. The accreditation process for Residency and Fellowship programs is under the authority of the APTA and the Direction of the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE).

Mission: Residency in Orthopaedic Physical Therapy

The Orthopaedic Residency program at Regis University is dedicated to providing a values-centered education within the Jesuit Catholic tradition. The program is designed to produce graduates who are leaders in orthopaedic practice, teaching and research. The orthopaedic residency graduates will be grounded in an evidence-based practice model and experts at integrating evidence into the daily practice of physical therapy.

Fellowship in Orthopaedic Manual Therapy

Since 2004, the School of Physical Therapy has offered an APTA-accredited fellowship in Manual Therapy. This program is predominantly online, except for intensive weekend sessions and structured mentoring time. The FOMPT is designed for licensed physical therapists who are board-certified orthopedic clinical specialists (OCS) and/or hold a doctoral degree (e.g., DPT, PhD, DSc). The curriculum is focused on integrating the current best evidence with clinical decision-making necessary for comprehensive patient management. The FOMPT has been accredited by the APTA as a post-professional clinical fellowship program for physical therapists in Orthopaedic Manual Physical Therapy since 2006, and currently through 2028. The accreditation process for Residency and Fellowship programs is under the authority of the APTA and the Direction of the [American Board of Physical Therapy Residency and Fellowship Education](#) (ABPTRFE). During the course of the program admitted fellows will meet the ABPTRFE requirements for credentialed fellowship hours. Upon successful completion of the Fellowship, graduates receive an Academic Certificate.

Mission: Fellowship in Orthopedic Manual Therapy Program

The FOMPT program at Regis University is dedicated to providing a values-centered education within the Jesuit Catholic tradition. The program is designed to produce graduates who are leaders in the areas of teaching, research and in practice. The FOMPT graduates will be grounded in an evidence-based practice model and experts at integrating evidence into the daily practice of physical therapy.

Health and Exercise Science

The undergraduate Health and Exercise Science (HES) degree began in 1998 as a minor offered to Regis College undergraduate students who wanted to increase their knowledge of the human body. In 2012, the Board of Trustees approved offering a Health and Exercise Science major that encompassed the exercise science courses of the minor, but expanded the degree to include behavioral and community-based courses to be true to the Jesuit mission of a cura personalis. This degree program admitted its first students in the Fall of 2013. In May of 2017, the School of Physical Therapy saw the graduation of the first class of students who entered the program as freshman in 2013. The HES graduates have gone on to a wide range of professions and graduate schools, including some who have entered the School of Physical Therapy's DPT program.

Mission: Health and Exercise Science Program

The Health and Exercise Science Program is grounded in the Jesuit traditions of excellence in education and service to all individuals in the global community. Through a rigorous, value-centered curriculum, we empower students to serve as leaders and advocates committed to the promotion and optimization of health and dignity.

Vision: Health and Exercise Science Program

We will be a community of leaders in health and exercise science who excel in intellectual excellence, integrity, and social responsibility through scientific, professional, and societal service.

Occupational Therapy Doctorate

Since launching the Doctor of Occupational Therapy (OTD) Program in 1999, Creighton University has set new standards in the profession. They were the nation's first entry-level OTD program and designed the first innovative hybrid pathways program. The unique interprofessional approach to health care focuses on patient care, values-centered teaching by an exceptional faculty and a deep commitment to community service in the Omaha area. In 2015, Regis University partnered with Creighton University to offer a distance cohort of the Occupational Therapy Doctorate (OTD) hybrid pathway. Details related to the OTD program can be located in the [Creighton University website](#).

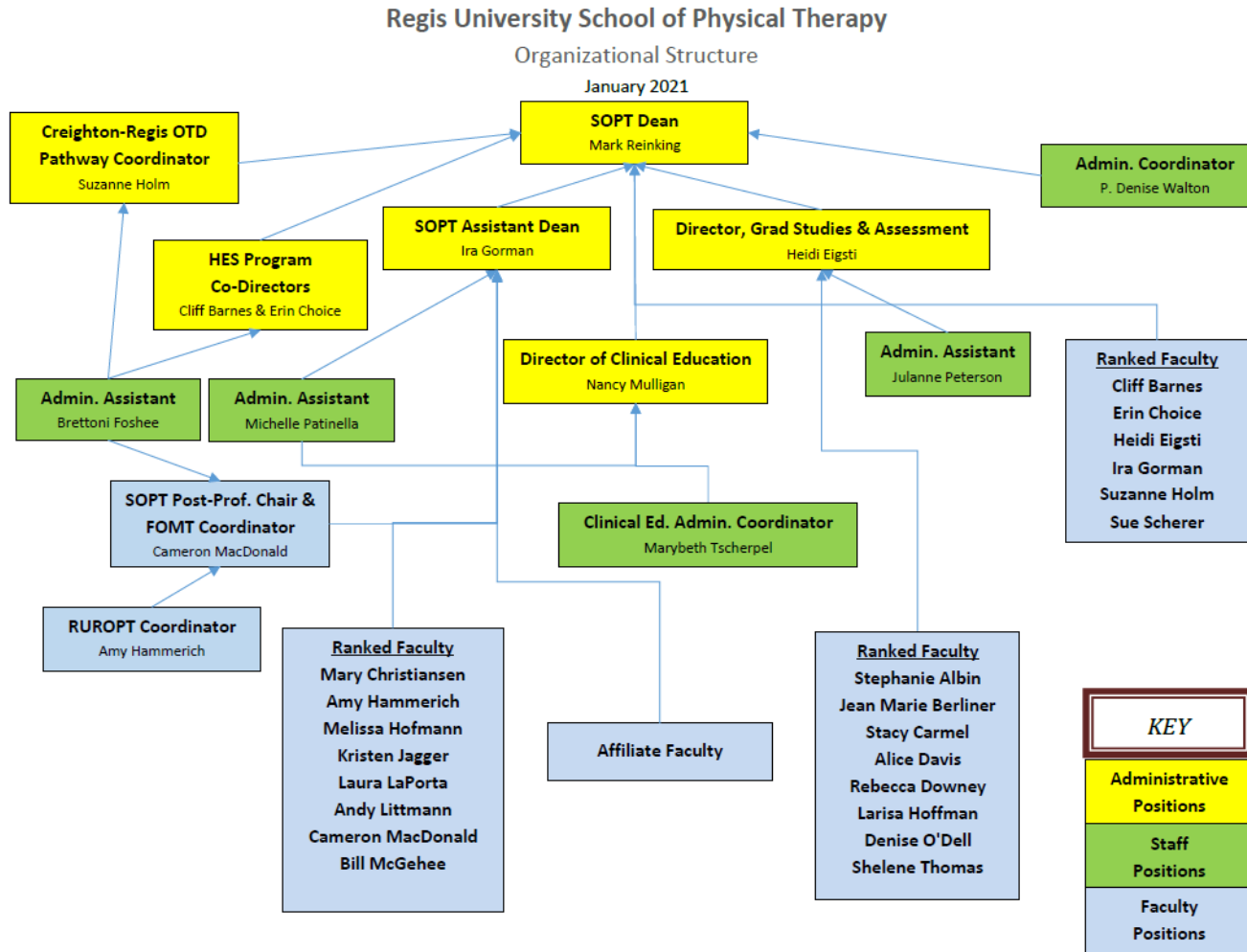
Mission: Creighton University OTD Program, Regis University Pathway

The mission of the Creighton University Department of Occupational Therapy is to educate ethical practitioners, to engage in scholarship dedicated to the pursuit of truth, to serve the profession, and to offer occupational therapy expertise to local and global communities. The Creighton University Doctor of Occupational Therapy (OTD) graduate will be creative, holistic, reflective, and committed to life-long learning. Therefore, the Regis University OTD pathway will value and honor diversity, model and foster leadership, and facilitate spiritual, personal and professional growth.

SECTION 3

School of Physical Therapy Organization

SECTION 2: School of Physical Therapy Organizational Chart



SECTION 3: School of Physical Therapy Leadership

Leadership of the School of Physical Therapy includes the School Dean, the Assistant School Dean, Director of Graduate Studies and Assessment, Program Directors for HES and clinical education, and the OTD, ROPT, and FOMPT coordinators. Each leader has specific roles and responsibilities for oversight of the School programs, including the planning, coordination, facilitation, administration, monitoring, and assessment of the program components. In addition, the School leaders assume core faculty duties as defined in the Section for Core Faculty. Primary roles and responsibilities of the school leadership are listed below:

School Dean

The Dean of the School of Physical Therapy is a full-time faculty member who is responsible for leadership and vision that contributes to the advancement of the School of Physical Therapy, promotes faculty professional development and scholarship, ensures excellence in program offerings, and promotes the School at a state, regional and national level. The Dean is the fiscal and operational administrator of the School who role models the responsibilities of a faculty within the School of Physical Therapy and mentors administrative faculty. The Dean is responsible for ensuring that the School meets all credentialing/accreditation standards of each program offering, and oversees the development, implementation and ongoing evaluation of curricular offerings that reflect the changing health care environment. The Dean serves the University, College, and School, as well as the professional and lay communities as a representative of the University. The Dean actively builds positive relationships and networks with the external community to further the goals and objectives of the School, College, and the University and is actively involved in the life of the University.

Major Duties and Responsibilities:

- Chief representative and executive officer of the School of Physical Therapy.
- Uphold the mission, vision, values of Regis University, RHCHP and the School of Physical Therapy
- Provide leadership and vision in School of Physical Therapy programs and activities including teaching, scholarship, and community/professional service and clinical practice.
- Facilitate a climate of collegiality within the School.
- Recruit and retain a qualified, competent, and mission-centric faculty and staff.
- Guides strategic planning for the School of Physical Therapy.
- Ensure strategic goals are achieved within the School while securing adequate human, physical and fiscal resources to promote excellence in program offerings.
- Encourages strategic growth within the School of Physical Therapy consistent with strategic planning and supported by appropriate resources.
- Ensure that the academic and operational decisions of the School take into consideration strategic direction and priorities.
- Collaborate with the Office of Advancement in seeking and securing financial support from alumni and other external constituents
- Ensure continuing quality assessment and improvement processes within and across programs.
- Provide direction in developing, implementing and evaluating curriculum to meet the current and future needs of the discipline or profession and the guidelines of the Commission on the Accreditation in Physical Therapy Education.
- Promote an interprofessional curriculum with other academic programs within the Rueckert-Hartman College for Health Profession.
- Serve as the fiscal administrator of the School
- Collaborate with the Assistant Dean and other Directors to ensure that the University bulletin, student handbooks, ranked and affiliate handbooks, and web sites are updated on a routine basis.

- Represent the interests of Regis University, School of Physical Therapy and Rueckert-Hartman College for Health Professions, to internal and external stakeholders
- Serve on appropriate University, College, and School committees
- Role model faculty expectations of teaching, scholarship, community/professional service and clinical practice.
- Delegate student, curricular, staff supervision and select faculty and budgetary oversight to support and promote the personal and program success of directors and coordinators.
- Supervise and evaluate administrative faculty annually.
- Supervise and annually evaluate School Administrative Coordinator.
- Oversee faculty development and evaluation efforts across the School.
- Appoint committees and task forces as appropriate to address School of Physical Therapy issues.
- Promote a safe and respectful academic environment for faculty, staff, and students.
- Serve as authority in academic and personal conflict processes.
- Accept duties as assigned by the RHCHP Dean or Provost.

Assistant School Dean

The Assistant School Dean is a full-time, ranked faculty member who, with the Dean of the School, provides leadership and infrastructure support that contributes to the advancement of the School. Reporting directly to the Dean of the School of Physical Therapy, the Assistant Dean is an integral part of the School leadership team, working collaboratively with the Dean and Directors. The Assistant Dean supports School initiatives, oversees faculty development, coordinates affiliate faculty assignments, coordinates alumni and marketing efforts, and accepts projects as assigned. The person is accountable for building effective and collegial relationships within the School, with disciplines in the College and University, and with clinical and academic partners in the community.

Major Duties and Responsibilities:

- Uphold the mission, vision and values of Regis University, RHCHP and the School of Physical Therapy in all actions of this role.
- Provide support to the Dean on School initiatives that may take the form of new program or program expansion needs assessments and development; collective faculty development efforts, strategic planning and tracking, or other special projects as assigned.
- Lead efforts to support the development and participation of an active and engaged alumni association that supports the life and future direction of the School.
- Coordinate and oversee faculty clinical practice (RegisCares).
- Collaborate with the Dean and other Directors to ensure that the University Catalog, student handbooks, ranked and affiliate faculty handbooks, and web sites are updated on a routine basis.
- Oversee the affiliate faculty policies and procedures.
- In collaboration with Dean's Office Administrative Coordinator, oversee the scheduling and payment of affiliate faculty.
- Provide administrative oversight of the Fellowship in Orthopaedic Manual Therapy and the Residency in Orthopaedic Physical Therapy.
- Serve as liaison to the Information Technology Services unit, and Physical Plant.
- Assist the Dean and Directors with accreditation reports and visits across all programs.
- Engage in activities that support interprofessional activities across the College and University.
- Represent the Dean's office to internal and external stakeholders and serve as the acting Dean of the School in the absence of the Dean.
- Chair the Student Affairs Committee.
- Mentor faculty and promote their development.
- Supervise and annually evaluate assigned School faculty and staff.
- Participate in School budget planning.

- Advise students as appropriate.
- Teach as assigned, serve as a faculty resource and maintain an active scholarship, clinical practice and service orientation.
- Promote a culture of inclusion and excellence and model the SOPT Workplace Commitment.
- Perform other duties as requested by the Dean.

Director of Graduate Studies and Assessment

The Director of Graduate Studies and Assessment is a full-time, ranked faculty member who, with the Dean of the School, is responsible for the leadership and daily operations of the graduate degree programs within the School, oversight of the design, implementation and evaluation of the DPT curriculum, promotion of faculty development, participation in faculty evaluation and development, and supervision of department staff. This position fills the role of the DPT Program Director and is referred to as such in the faculty and student handbooks. Reporting directly to the Dean of the School of Physical Therapy, the Director of Graduate Studies and Assessment is an integral part of the School leadership team, working collaboratively with the Dean, Assistant Dean, and other Directors. The Director of Graduate Studies and Assessment supports School initiatives, coordinates the comprehensive School assessment plan, and accepts projects as assigned. The Director works collaboratively with the Dean in maintaining compliance with accreditation policies and procedures. The person is accountable for building effective and collegial relationships within the School, with disciplines in the College and University, and with clinical and academic partners in the community.

Major Duties and Responsibilities:

- Uphold the mission, vision and values of Regis University, RHCHP and the School of Physical Therapy in all actions of this role.
- Coordinate the ongoing comprehensive School assessment plan to assess academic and operations to support quality improvement, system design and monitoring.
- Provide leadership in all graduate program activities including teaching, scholarship and service
- Provide strategic direction for the graduate programs within the School of Physical Therapy and ensures goals are accomplished.
- Provides leadership of the Commission on Accreditation in Physical Therapy Education (CAPTE) accreditation process for the DPT program and ensures that the DPT program maintains compliance with CAPTE accreditation policies and procedures.
- Accepts the responsibility to oversee the assessment and revisions of the DPT curriculum to meet the current and future needs of the discipline/profession.
- Oversee the admissions process for the Doctor of Physical Therapy program.
- Organize and oversee the annual orientation activities for the incoming DPT students.
- Monitor student progression in the DPT program, communicate with students and faculty advisors regarding academic eligibility or professional behavior issues, develop extended academic plans when necessary, and provide support and guidance in these situations.
- Serve as authority in DPT student-related issues.
- Collaborate with SOPT Administrative Coordinator and DPT faculty in developing and finalizing DPT semester course schedules.
- Coordinate DPT student cohort FSBPT profiles, practice exam and NPTE registration, validate graduation and compose licensure validation letters as necessary.
- Coordinate WICHE DPT student progress reporting.
- Participate in SOPT budget planning with the Dean, Assistant Dean, and Administrative Coordinator.
- Promote the interprofessional curriculum, service learning, and global health pathway program with other academic units within the Rueckert-Hartman College for Health Profession
- Oversee the development and ongoing review and revision of School policies and procedures, support College priorities and adhere to University policies.

- Collaborate with the Dean, Assistant Dean, and other Directors to ensure that the University Catalog, student handbooks, ranked and affiliate handbooks, and web sites are updated on a routine basis.
- Represent the Dean's office to internal and external stakeholders.
- Teach as assigned, serve as a faculty resource and maintain an active scholarship, clinical practice and service orientation.
- Mentor faculty and promote their development.
- Supervise and annually evaluate assigned School faculty and staff.
- Advise students as appropriate.
- Promote a safe and respectful academic environment for faculty, staff, and students.
- Promote a culture of inclusion and excellence and model the SOPT Workplace Commitment.
- Perform other duties as requested by the Dean.

Director of Clinical Education

The Director of Clinical Education (DCE) is a full-time, ranked faculty member who oversees the activities of the Clinical Education Team. The DCE serves as a liaison between the DPT Program, HES Program, and clinical affiliates. Assignment of clinical education tasks are negotiated with members of the clinical education team by the DCE. The DCE is responsible for encouraging communication between all Clinical Education Team members with regard to all aspects of clinical education.

Position Responsibilities

- Teach, engage in scholarly activities, serve on College and University committees, provide service
- Support the mission of the University, College, and Program.
- Serve as the Chair of the Clinical Education Advisory Board.
- Serve as liaison with University Risk Management and Office of the General Counsel regarding clinical education legal issues.
- Oversee and coordinate completion of annual Clinical Education Report.
- Gather and organize assessment data provided by students, center coordinators, and clinical instructors for use by the DPT Curriculum Committee.
- Provide feedback to DPT Curriculum Committee regarding strengths and weaknesses of academic preparation based on clinical instructor feedback.
- Maintain sufficient number and diversity of clinical affiliations for the successful completion of clinical experiences.
- Lead the Clinical Education Team and provide oversight to all clinical education courses.
- Review and update clinical education policies and procedures with the Clinical Education Team.
- Coordinate information for students with temporary and/or permanent disabilities and arrange for appropriate clinical assignments based on approved accommodations.
- Oversee clinical assignments processes.
- Approve remediation contracts for students failing clinical experiences in coordination with the Clinical Education Advisor and DPT Program Director.
- Assign supervision of students requiring independent studies to members of the Clinical Education Team.
- Review adequacy of clinical education requirements (i.e. criminal background checks, drug screens, HIPAA.)
- Provide feedback to clinical instructors concerning their effectiveness with clinical education activities.
- Coordinates and participates in site visits for new and current clinical sites.
- Promote a culture of inclusion and excellence and model the SOPT Workplace Commitment.
- Perform other duties as requested by the Dean.

Director of Health & Exercise Science Program

The Director of Health & Exercise Science (HES) is a full-time, ranked faculty member who is responsible for the leadership and daily operations of the HES program within the School, oversight of the design, implementation and evaluation of the HES curriculum, and supervision of program staff. Reporting directly to the Dean of the School of Physical Therapy, the Director of Health & Exercise Science is an integral part of the School leadership team, working collaboratively with the Dean, Assistant Dean, and other Directors. The Director of Health & Exercise Science supports School initiatives, coordinates the comprehensive HES assessment plan, and accepts projects as assigned. This person is accountable for building effective and collegial relationships within the School, with disciplines in the College and University, and with clinical and academic partners in the community.

Position Responsibilities

- Uphold the mission, vision and values of Regis University, Rueckert-Hartman College of Health Professions, the School of Physical Therapy, and the HES program in all actions of this role.
- Coordinate the ongoing comprehensive HES assessment plan to assess academic and operations to support student success, curricular effectiveness, and quality improvement.
- Provide leadership in all HES program activities including teaching, scholarship and service.
- Provide strategic direction for the HES program within the School of Physical Therapy and ensures goals are accomplished.
- Oversee the development and ongoing review and revision of program policies and procedures, support College priorities and adhere to University policies.
- Collaborate with the Dean, Assistant Dean, and other Directors to ensure that the University Catalog, student handbooks, and web sites are updated on a routine basis.
- Oversee preparation of annual reports and Academic Unit Review.
- Collaborate with administrative assistant and HES faculty in developing and finalizing HES semester course schedules.
- Monitor student progression in the HES program and communicate with students and student advisors regarding academic eligibility or professional behavior issues.
- Maintains open communication with administration, faculty, and staff in Regis College regarding any curricular changes impacting HES students and any issues related to teaching or advising pre-HES students.
- Teach as assigned, serve as a faculty resource, maintain an active scholarship agenda, and participate in university service as assigned.
- Advise students as appropriate.
- Mentor faculty and promote their development.
- Supervise and annually evaluate assigned program staff.
- Participate in School budget planning.
- Promote a safe and respectful academic environment for faculty, staff, and students.
- Serve as authority in HES student related issues.
- Oversee admissions of HES students.
- Promote a culture of inclusion and excellence and model the SOPT Workplace Commitment.
- Perform other duties as requested by the Dean.

Residency in Orthopaedic Physical Therapy (ROPT) Director

The ROPT Director is a full-time, ranked faculty member within the School of Physical Therapy (SOPT) who is responsible for the development and direction of the RUROPT program. The Director assures that the program adheres to the RUROPT mission and goals and to the vision, mission and goals of the School of Physical Therapy, Rueckert-Hartman College for Health Professions (RHCHP) and Regis University.

The Director reports to the assigned Dean's Office administrator as a full-time faculty member in the SOPT. The Director initiates and supports program initiatives, represents the interests of the program within the SOPT, RHCHP and the University and is accountable for the building effective and collegial relationships within the SOPT, RHCHP and the University as well as with external constituencies.

Position Responsibilities

- Uphold the mission, vision and values of Regis University, Rueckert-Hartman College of Health Professions, the School of Physical Therapy and RUROPT in all actions of this role.
- Directs accreditation activities for the program.
- Performs quarterly review of resident performance and progression.
- Completes annual continuous improvement report and program review.
- Identification, selection and supervision of mentors in the program with annual evaluation
- Provides leadership in SOPT activities including teaching, scholarship and service.
- Provides strategic direction for the residency program within the School of Physical Therapy and ensures goals are accomplished
- Teaches as assigned, serve as a faculty resource, maintain an active scholarship agenda, and participate in university service as assigned.
- Advises residents
- Mentors ranked and affiliate faculty teaching in the residency program and promotes their development
- Supervises and annually evaluates assigned program administrative assistant
- Supervises and annually evaluates clinical faculty mentors in the program
- Promote a safe and respectful academic environment for faculty, staff, and residents
- Promote a culture of inclusion and excellence and model the SOPT Workplace Commitment.
- Provide support to the Program Coordinator in execution of responsibilities
- Perform other duties as requested by the Dean.

Residency in Orthopaedic Physical Therapy (ROPT) Coordinator

The ROPT Coordinator is a full-time, ranked faculty member who are responsible for the oversight and operations of the ROPT program. Reporting directly to the assigned Dean's Office administrator, the program Coordinators are integral part of the School leadership team, working collaboratively with the Dean, Assistant Dean, and other Directors. The Coordinator supports School initiatives, coordinates program assessment, and accepts projects as assigned. This person is accountable for building effective and collegial relationships within the School, with disciplines in the College and University, and with clinical and academic partners in the community.

Position Responsibilities

- Uphold the mission, vision and values of Regis University, Rueckert-Hartman College of Health Professions, and the School of Physical Therapy in all actions of this role.
- Coordinate residency program assessment.
- Provide leadership in SOPT activities including teaching, scholarship and service.
- Oversee the development and ongoing review and revision of residency program policies and procedures, support College priorities and adhere to University policies.

- Collaborate with the Dean, Assistant Dean, and other Directors to ensure that the University Catalog, resident handbooks, and web sites are updated on a routine basis.
- Teach as assigned, serve as a faculty resource, maintain an active scholarship agenda, and participate in university service as assigned.
- Advise residents.
- Participate in School budget planning regarding residency budget.
- Promote a safe and respectful academic environment for faculty, staff, and residents.
- Serve as authority in resident-related issues.
- Oversee and coordinate the admissions process for residency.
- Promote a culture of inclusion and excellence and model the SOPT Workplace Commitment.
- Provide support to the Program Director in execution of responsibilities
- Perform other duties as requested by the Dean.

FOMPT Director/Coordinator

The FOMPT Director/Coordinator is a full-time, ranked faculty member who are responsible for the oversight and operations of the FOMPT program and supervision of assigned staff. Reporting directly to the assigned Dean's Office administrator, all Coordinators are integral part of the School leadership team, working collaboratively with the Dean, Assistant Dean, and other Directors. The Coordinator supports School initiatives, coordinates program assessment, and accepts projects as assigned. This person is accountable for building effective and collegial relationships within the School, with disciplines in the College and University, and with clinical and academic partners in the community.

Position Responsibilities

- Uphold the mission, vision and values of Regis University, Rueckert-Hartman College of Health Professions, and the School of Physical Therapy in all actions of this role.
- Coordinate fellowship assessment.
- Provide leadership in SOPT activities including teaching, scholarship and service.
- Provide strategic direction for the fellowship program within the School of Physical Therapy and ensures goals are accomplished.
- Oversee the development and ongoing review and revision of fellowship program policies and procedures, support College priorities and adhere to University policies.
- Collaborate with the Dean, Assistant Dean, and other Directors to ensure that the University Catalog, fellowship handbook, and web sites are updated on a routine basis.
- Teach as assigned, serve as a faculty resource, maintain an active scholarship agenda, and participate in university service as assigned.
- Advise DPT students and fellows-in-training.
- Mentor ranked and affiliate faculty teaching in the fellowship program and promote their development.
- Supervise and annually evaluate assigned program staff.
- Participate in School budget planning regarding fellowship budget.
- Promote a safe and respectful academic environment for faculty, staff, and fellows-in-training.
- Serve as authority in fellows-in-training related issues.
- Oversee admissions process for fellowship.
- Promote a culture of inclusion and excellence and model the SOPT Workplace Commitment.
- Perform other duties as requested by the Dean.

Creighton-Regis OTD Pathway Coordinator

Position Responsibilities

- Coordinate academic program requirements between Creighton University (CU) and Regis University.

- Maintain open consistent communication with CU and Regis program administrators and staff.
 - Meets regularly with Regis School of Physical Therapy Dean to ensure smooth operations.
 - Meets regularly with CU program coordinator.
- Assist in the organization, oversight and coordination of OTD courses, laboratory courses, and examinations.
 - Works with CU faculty in NE and adjuncts in CO to organize lab times.
 - Works with CU faculty to set up exam review times.
 - Assists with organizing skype sessions between students and faculty as needed in a course.
- Oversee the OT laboratory space and equipment needed for student learning.
 - Maintain and organize equipment and supplies.
 - Manage equipment checkout for students.
 - Assist adjunct faculty with equipment location and set up needs for lab.
- Directly advise students regarding academic issues and promote satisfaction and retention.
 - Connect students with needed resources at Regis or Creighton Universities.
- Clarify or reinforce information provided to students on University processes and student support resources.
- Collaborate with CU to identify and develop experiential learning sites.
 - Identify and develop sites for Level I and Level II fieldwork opportunities.
- Collaborate with Service learning staff to identify service learning opportunities for OTD students.
 - Identify and set up community partnerships for course activities.
 - Supervise students in the community during activities.
 - Gathers data from community activities such as how many community members were served.
- Promote community relationships with organizations, clinical faculty, community partners
 - Maintain membership in Colorado OT Association. Attend meetings. Represent CU-Regis at events.
 - Serve as a mentor to the Regis branch of the CU Student Occupational Therapy Association.
- Participate in and support interprofessional education activities.
- Participate in RHCHP and University committee and community service work.
- Support CU in student recruitment and orientation.
 - Participate in potential student interviews.
 - Participate in welcome week activities.
 - Participate in other student activities.
- Participate in program evaluation and actions related to program improvement.
- Maintain knowledge of current practices in occupational therapy.
- Work directly with the OTD Program Director at CU for academic programming.
- Promote a culture of inclusion and excellence and model the SOPT Workplace Commitment.
- Perform other duties as requested by the Dean.

SECTION 3: Administrative Staff of School of Physical Therapy

Administrative Coordinators

School of Physical Therapy Administrative Coordinator

The School of Physical Therapy Administrative Coordinator oversees the administrative operations across all School programs and serves as the project manager for administrative functions within the School. This person monitors and analyzes multiple School, class and special project budgets and expenditures, reconciles balances with University accounting and projects budget expenditures to ensure that the School operates at maximum budgetary efficiency. This person analyzes School systems and processes, prepares

detailed and comprehensive reports of findings with recommendations, and assists in the implementation of procedural or policy changes. The Administrative Coordinator serves to support the preparation of School accreditation annual reports and other internal and external projects as requested by Dean' Office. The Administrative Coordinator exercises independent decision-making in job responsibilities and work priorities, and represents the School to the Regis community, the external community, and accrediting agencies on behalf of the Dean's Office, faculty, staff and students.

Administrative Coordinator- Clinical Education

The Administrative Coordinator of Clinical Education promotes the clinical education component of the curriculum providing customer service to outside clinical agencies and to Regis University DPT students. This person has strong communication skills, aiming to respond to new challenges and contribute to a multitude of relationships in the clinical community, professional, and accrediting organizations. The Administrative Coordinator works with clinical agencies, agency faculty, clinical education scholars, administration and university faculty overseeing the clinical placement process including placements adhering to agency requirements mandated by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO), and the Commission on Accreditation of Physical Therapist Education (CAPTE), accrediting body for the Rueckert-Hartman College for Health Professions, School of Physical Therapy. As a member of the Clinical Education Team, this person interacts closely with clinical agencies identifying, monitoring and evaluating clinical placements. This person oversees clinical education schedules integrating the clinical education component of the program into the academic curriculum; additionally, ensuring students in the DPT and Fellowship programs have appropriate and varied clinical assignments. This person assumes full responsibility for initiating, renewing and tracking agreements with a wide variety of clinical agencies and is responsible for continued and constant coverage of all-college, corporate agreements within the Rueckert-Hartman College for Health Professions. The Administrative Coordinator is in constant contact with clinical agencies ensuring confidentiality of clinical agency and student information. The person interacts with DPT students and post professional fellowship students on an ongoing basis to provide clinical site information/requirements and to assist in site selections. Additional responsibilities include administration of the electronic student/site placement and curriculum database program, PT CPI Web (clinical education evaluation tool), HIPAA, and Acadaware.

Administrative Assistants

Administrative Assistant – DPT Program

This Assistant Administrative (DPT Program) provides support to the Doctor of Physical Therapy Program while serving as a staff team member to support the overall functions of the School of Physical Therapy. This person is responsible for effective, timely customer service and communication with students, faculty and staff through multiple means that support student needs and assists them in their progression through the program. The position provides staff support for assigned school committees, creates and updates cohorts for the National Physical Therapy Examination (NPTE) registration process, reviews and uploads all DPT course syllabi into WorldClass, supports CAPTE accreditation data tracking, tracks all DPT students for program progression, completes forms required for graduates' state licensure, registers all DPT students and crosscheck rosters for accuracy, tracks DPT student degree plans and lab releases, coordinates and assists with meetings and events, including new student orientation and provides back-up to other staff positions. Confidentiality is required in all aspects of this position.

Administrative Assistant – HES/Fellowship/Residency/OTD Programs

This Administrative Assistant (HES/Fellowship/Residency/OTD Programs) provides support to the Health and Exercise Science program, the Residency in Orthopaedic Physical Therapy, the Fellowship in Orthopaedic Manual Therapy (FOMPT), and the Creighton-Regis Doctor of Occupational Therapy (OTD) program, while

serving as a staff team member to support the overall functions of the School of Physical Therapy. The position also provides overall support to the School of Physical Therapy. The position provides staff support for assigned school committees, oversees the FOMPT and ROPT clinical education contracts, support ABPTRFE accreditation, tracks fellows-in-training and residents, supports HES advising, tracks HES students for program progression, coordinates and assists with meetings and events, and provides back-up to other staff positions. Confidentiality is required in all aspects of this position.

Administrative Assistant – Lab Coordinator/Social Media/Clinical Education

This Administrative Assistant (Lab Coordinator/Clinical Education) has primary responsibilities related to oversight of the School laboratory rooms and the associated laboratory equipment. This position is also responsible for providing administrative support of the MoveForward 5K/10K event every fall. This position will manage the School's social media accounts including Facebook, Twitter, Instagram, and the blog and will work closely with the student class social media representatives and the Dean's office in this task. This person will provide support for the Clinical Education Administrative Coordinator in database management and clinical education communication.

SECTION 4

Faculty Definitions
Faculty Responsibilities
Faculty Policies and Procedures

Faculty Definitions

Ranked Faculty

Ranked faculty are those faculty members whose employment is pursuant to an annual employment contract and hold the titles of instructor, assistant professor, associate professor, and professor. Each ranked faculty member reports to a designated School Dean's Office administrator (School Dean, Assistant Dean, or Director of Graduate Studies and Assessment). The ranked faculty as a whole have the responsibility and authority to establish academic standards and to design, implement, evaluate, and revise the curriculum. Members of the ranked faculty typically have full-time appointments, although some part-time faculty members may be included among the ranked faculty. The ranked faculty include physical therapists and others with expertise to meet specific curricular needs of all School programs (HES, DPT, OTD, ROPT, and FOMPT).

Affiliate Faculty

Affiliate faculty (also known as associated faculty by CAPTE) include those persons who teach in one or more of the School programs but do not hold a ranked faculty appointment within the School. The affiliate faculty may be licensed and practicing clinicians, faculty members from other units within Regis University, faculty members from other universities, or persons with expertise not represented within the ranked faculty. Their responsibilities may include classroom and laboratory teaching, tutorial facilitator, case/journal club discussion leaders, practical exam/skill check participant or evaluator or grading.

Clinical Education Faculty

Clinical education faculty are those individuals engaged in providing the clinical education components of the curriculum. These faculty members include the Site Coordinators of Clinical Education (SCCEs) and Clinical Instructors (CIs). While Regis University does not employ these individuals, the SCCEs and CIs do agree to certain responsibilities and standards of behavior through executed contracts between the University and the clinical education site. The primary CI for physical therapist students must be a licensed physical therapist; however, this does not preclude a physical therapist student from engaging in short-term specialized experiences (e.g., cardiac rehabilitation, sports medicine, wound care) under the supervision of other professionals, where permitted by law.

Faculty Hiring, Rank and Promotion, Sabbatical and Other Leaves, and Separation

The policies and procedures for faculty hiring, rank and promotion, sabbatical and other leaves, and separation are located in the RHCHP Faculty Practices and Procedures Handbook.

School of PT Ranked Faculty Hiring Process

When a ranked faculty position is open, the School Dean will appoint a faculty search committee composed of at least 3 ranked faculty members and a faculty member from outside the School. The School Dean will appoint a chair of the committee.

Search Committee Chair Duties

- Serve as liaison between the committee and the School Dean.
- Call and chair meetings.
- Ensure that meeting notes are kept of all committee meetings.
- Coordinate administrative and logistical support.

- Track the on-line application system in coordination with administrative support on a regular basis, and notify search committee if there are applicants to be reviewed.
- Communicate interview schedule with candidates and provide clear information to candidate pertaining to interview activities.
- Serve as lead host for candidates on campus.
- Coordinate the efforts of all committee members.
- Perform all duties of search committee members.

Search Committee Member Duties

- Recognize personal biases and avoid such influences on committee activity.
- Awareness that the committee represents the University in interactions with candidates.
- Assist in identifying potential applicants.
- Attend all scheduled committee meetings.
- Review all applicant materials when notified by search committee chair.
- Screen applicants and review references.
- Participate in the interview process.
- Maintain appropriate confidentiality about search committee proceedings.

Search Committee Charges

- Assist School Dean in reviewing the position description and seeking faculty input.
- Discuss recruitment strategies including methods of position advertisement and preparing drafts of advertising materials in collaboration with School Dean; Office of Diversity, Equity and Inclusive Excellence; Human Resources; and University Marketing and Communication.
- Developing a search strategy to gather a pool of diverse and qualified candidates.
- Generate list of persons/institutions to whom recruitment letters will be sent and draft recruitment letters for review by School Dean.
- Establish screening procedures to review and evaluate all candidates.
- Determine, in consultation with the School Dean, which candidates (up to 3) will be brought to campus for interviews.
- Set up on-site interview schedules in collaboration with administrative support and School Dean.
- Provide vehicle by which all interviewers (faculty, administrators, staff, and students) can provide feedback regarding each candidate.
- Collect and summarize all feedback without bias.
- Contact and check references for all candidates brought on-campus for interview.
- Provide written ranked recommendation of finalists to the Office of the School Dean, including each candidates' strengths and weaknesses of each.

Final hiring decisions are made by the Office of the School Dean (School Dean, Assistant Dean, Director of Graduate Studies and Assessment) after review of the summaries from the search committee and discussion with the RHCHP Academic Dean. Offers are made by the School Dean with the permission of the Academic Dean and Provost.

Ranked Faculty Orientation

All new faculty (ranked and affiliate) will have a formal orientation to the SOPT and the appropriate programs. The specific content and timing of the orientation is different for ranked and affiliate faculty, reflecting the different nature of responsibilities of faculty types. All new core faculty are required to attend the mandatory University orientation, and also must complete a HIPAA general information session. The ranked and affiliate faculty orientation guidelines are provided to new faculty at time of start date. The School has a formal ranked faculty orientation process that is guided by a designated faculty member. The process of orientation occurs throughout the first year of joining the faculty. Specific details for faculty orientation are available in the School [New Ranked Faculty Orientation Checklist](#) form.

Ranked Faculty Responsibilities

Each faculty member is expected to be collegial, adhere to the School Workplace Commitment, participate in shared governance at the School, College, and/or University level, and be an engaged citizen of the University through participation in the functional and ceremonial life of the institution.

Teaching is a major responsibility of the faculty, and this encompasses course development, organization, selection of assignments and preparation for class, assessment activities including testing, timely notification of student progress, and assistance for individual students. In addition to individual course preparation, the faculty participates in overall curriculum evaluation and revision according to changes and trends in the field of physical therapy, health care, and education.

The faculty also participates actively in student advising for the academic welfare and professional development of the students. This involves meeting(s), electronic and personal communication with advisee students each semester.

Faculty are expected to be active in scholarly endeavors which contribute to the body of knowledge of physical therapist practice and/or education. The hallmark of scholarly activities is the process of peer-review and dissemination.

Consistent with the Jesuit value of developing persons for and with others, faculty participate in University and community service activities. Faculty members are assigned committee duties necessary to maintain and improve School/Program operations and to achieve School/Program outcomes.

Faculty members are expected to participate in ongoing program assessment and other functions as requested, such as student recruitment and admission. All faculty are required to contribute to RU Learning annual assessment processes, Higher Learning Commission and unit-specific Academic Unit Reviews (AUR) or accreditation activities as requested. One aspect of program assessment that requires faculty and staff feedback is the evaluations of the SOPT leadership including the Dean, Assistant Dean, Director of Graduate Programs and Student Assessment, Director of Clinical Education, and HES Director.

Faculty members who are teaching clinical content in the curriculum are strongly encouraged to seek practice opportunities in order to maintain clinical competency and remain informed regarding contemporary physical therapist practice.

Faculty Workload

Ranked faculty members participate in teaching, student advising, scholarship, service, and, as appropriate, clinical practice. As detailed in the Regis University Faculty Manual, faculty workload for each individual ranked faculty is negotiated with the supervisor and approved by the School Dean. Faculty workload is described in terms of percentage effort in teaching, scholarship, service, and clinical practice. Faculty will be provided with a Faculty Workload Form in the spring of each year for the following academic year (fall, spring, summer). This form details teaching and committee assignments, administrative responsibilities (if appropriate), scholarship effort, and clinical practice effort.

Faculty Teaching Responsibility

Reflective of the University Mission, the School strives to engage students as they learn proficiently, think logically and critically, develop personal standards and values, and commit to social responsibility. We further encourage the development of the skills and abilities necessary for distinguished professional work, leadership, and contributions to the improvement and transformation of society. Teaching is a central activity of this development, engaging students in discovery and understanding of knowledge leading to service. Teaching assignments and workload are made based on faculty expertise, program needs, and discussion with each faculty member. Final decision of teaching assignments are made by SOPT Dean and faculty supervisor.

Faculty are expected to be knowledgeable of and act consistent with the School/Program Curriculum Policies as outlined in the respective Student Handbooks and curricular plans. These policies include general curriculum requirements, curriculum outlines, curricular review, student progression policies, transferring or waiving of courses, and other policies.

Course Coordinator Responsibilities

The Course Coordinator is responsible for overall course design, planning, implementation, evaluation, and grading. The Course Coordinator oversees the integration of content, implementation of curricular threads, and the achievement of course objectives. Each School course has an assigned course coordinator, and this person is recognized as the instructor of record for that course. The responsibilities of the course coordinator include:

- Develop course and session/unit objectives related to program-specific educational outcomes. In the DPT courses, these objectives also have to be related to the objective sets in the six curricular content areas (Foundation Sciences, Applied Sciences, PT Management, Professional Issues, Research Series, and Clinical Education).
- Integrate curricular threads in all courses appropriate to the program.
- Develop, communicate, and enforce course policies concerning, but not limited to, testing, assignments, grading, and attendance.
- Plan course schedule including class sessions, lab sessions, assignments, written and practical exams, skill checks, and other learning experiences.
- Coordinate lecture and lab workload and schedule assignments with all ranked and affiliate faculty involved in course prior to submitting course syllabus.
- Review semester schedule with the respective program director and the SOPT Administrative Coordinator and identify adequacy of course teaching hours (lab and classroom), test and ISL dates. Sign agreement form for semester schedule and submit to Administrative Coordinator on or before established deadline.
- Collaborate with all semester course coordinators to propose ISL student schedule to Administrative Coordinator. Select textbooks and other required learning resources and complete the textbook request document.

- Communicate all course session, lab, ISL and exam schedule changes to Director of Graduate Studies and Assessment and to Administrative Coordinator.
- Prepare course syllabus and submit to designated person on or before established deadline. Course syllabi are required to follow the Program course syllabus template.
- Identify space and equipment needs for the course and make proper arrangements prior to start date for course.
- Identify affiliate faculty needs for the course including lab instructors, graders, lecturers, tutorial facilitators, journal club leaders and communicate those needs to SOPT Assistant Dean.
- Establish D2L course site and upload, at minimum, course schedule and course syllabus. Faculty are highly encouraged to keep grades on D2L so students can track their progress, but a back-up of grades on faculty computer is recommended.
- Call and preside over course planning meetings with involved ranked and affiliate faculty.
- Provide oversight of and communication with other faculty involved in the course (ranked and affiliate) regarding specific course assignments.
- Serve as ranked faculty liaison with affiliate faculty involved in course and ensure evaluations of the faculty on a periodic basis.
- Review and provide guidance for appropriate content for exams and consistency of evaluations.
- Oversee use of ExamSoft in exam, assignment, lab practical, or skills check grading including development of grading rubrics, and review of test item analysis (DPT Program only).
- Maintain record of grades for individual students. Copies of student exams should be kept on file for at least one year from conclusion of course.
- Submit final grades per University deadlines.
- Meet with students identified by Disability Services as requiring accommodations and discuss specific course accommodation arrangements.
- Communicate with students in a timely fashion regarding course issues & course grades.
- Meet with students regarding course issues as needed or requested.
- Serve as first level of appeal for students who dispute final course grade.
- Communicate student progression and professional behavior concerns with student academic advisors and Director of Graduate Studies and Assessment.
- Conduct course evaluation and faculty evaluations for involved ranked and affiliate faculty.

Course Syllabus

All School courses must have a prepared course syllabus. Course syllabi are required to follow the relevant program course syllabus template.

Course Instructional Design

Faculty members are encouraged to consider issues of inclusivity in preparation of course materials. Teaching for inclusion involves implementation of inclusive pedagogies, universal design, and transparency in teaching. On campus resources available to faculty to assist in course development and design through the Provost's Office and Instructional Design and Technology (IDT).

Course Examination Preparation

Examination preparation is a challenging task for faculty members. Faculty members are encouraged to consult and collaborate with senior faculty members in examination preparation. In addition, general information about writing items for examinations is available from the National Board of Medical Examiners [website](#). For exams with forced choices, item analysis should be reviewed in determining the level of difficulty of questions and item discrimination.

Course Examination Policies

1. Refer to the respective program Student Handbook for details on program course examinations.
2. Individual assignments (which include written examinations, tests and quizzes) shall constitute a minimum of 50% of the evaluative activities in a single course as outlined in the course syllabus. (Exceptions: DPT Professional Issues and DPT Elective courses do not have minimum requirements for individual work)
3. Students are required to take all exams and quizzes at the scheduled time. The only exceptions to this policy include a medically documented illness, extenuating circumstances of an extraordinary nature, or to meet ADA requirements. In such cases, students are responsible for discussing the situation with the appropriate Program Director who will speak with faculty involved first before completing an exam change request form, inclusive of rationale for request. The Program Director will approve or deny an alternate test time. This decision will be forwarded to the faculty member and the test will be scheduled at the faculty member's convenience.
4. During testing sessions, students are expected to remain in the classroom until turning in their examination. Students are only allowed to leave the room if there is a medical or family emergency.
5. Students who are receiving test accommodations should take the examination on the same day and time as the students without accommodations, starting at the same time or an earlier time. This policy should only be excepted with the permission of the course coordinator and program director.
6. Practical exams, if given in the course, shall constitute no more than 30% of a course grade. Any breach of safety or grade <77% in a DPT practical examination will require that the student retake the entire practical exam and, in accordance with the DPT Student Handbook, the student must complete a Development Plan with the course coordinator prior to a second attempt. A second attempt on a practical exam must be repeated and passed by the end of the current semester in order to progress in the DPT program. If the student fails to pass the practical exam on the second attempt due to a safety-related issue or fails to achieve at least 77% for the practical, the student will receive a failing grade for the course.

Course Grading Policies

1. Refer to the respective program Student Handbook for details on course grading.
2. All School courses are graded using the respective program's grading scale except the DPT clinical education courses and the DPT Capstone course which are graded on a Pass-No Pass basis.
3. It is the course coordinator's prerogative to establish the weighting of course topics and assignments, exams, clinical competencies, lab practicals, or other course requirements in the assignment of grades. Specific criteria for course grade assignment must be clearly stipulated in individual course syllabi.
4. A course grade (A-F scale for all courses other than clinical education courses and the DPT Capstone course) must be assigned for all students in a course each semester by the University due date. Only in extenuating circumstances (e.g. personal illness or injury, family crises) can an Incomplete grade (IF) be reported as a course grade.
5. Assignment of an I grade must be accompanied by the Incomplete Grade form, signed by the student, course coordinator, and academic advisor and submitted to the respective program director.

6. When an IF grade is assigned, the course coordinator is responsible for submitting a change of grade form within the allowable time period as set by University policy.
7. The student with an incomplete grade is responsible for meeting the necessary course requirements within the allotted time allowed & confirming with the course coordinator that the course requirements have been met. The student should also confirm that the grade has been changed on the transcript.
8. For DPT students: Incomplete coursework prior to DPT Clinical Experience I, II, III, or IV may result in a delay in the clinical experience. This decision will be made by the Clinical Education Team and the Director of Graduate Studies and Assessment.
9. Students on probationary status may not receive an Incomplete grade without the written permission of the respective program director.

Course Evaluation

Courses and faculty will be evaluated by students using the RHCHP mycourseeval system. Course and faculty evaluation data are integral to faculty development and to course and curricular development. The SOPT Dean, faculty supervisor, and specific faculty member assigned to a course will have access to course and faculty evaluation data. Three data sources are recommended for a comprehensive course evaluation:

- Course coordinator self-evaluation
- Student evaluations
- Peer faculty review

Course Scheduling

Fall, spring, and summer schedules for the SOPT programs will be developed by the respective program directors/coordinators with assistance from the assigned staff person. These schedules are developed with consideration given to faculty input/requests, holidays, meetings/conferences, classroom availability, and special events for each academic semester. For the DPT program, in addition to course scheduling, each semester will have four hours/week of Independent Skills Lab (ISL) scheduled for each DPT cohort. ISLs can be scheduled Monday through Friday, with each class assigned two different days of the week to avoid scheduling conflicts. ISL is optional for students. As such, no new course material will be presented. The structure of the ISL time may vary between courses.

The schedules are finalized one-year prior to the beginning of the designated semester, e.g. Fall 2021 schedules are developed, reviewed, and finalized by the end of Fall 2020, in accordance with Regis University policy. Faculty will receive drafts of the schedules for final feedback before they are finalized by the Dean's office. Faculty will sign a form confirming they have reviewed the schedule and have addressed any conflicts/issues. Classroom assignments are determined by the centralized system at Regis University. Upon completion of classroom assignment, faculty will be notified of the finalized schedule that will be used to complete course syllabi. Once the schedules are finalized, changes will only be made in extenuating circumstances and faculty will have to complete a request for a schedule change. The request will be reviewed by the Administrative Coordinator, respective Program Director, and SOPT Dean for Approval or Denial of the request.

DPT Faculty: Determining Readiness for Clinical Education

The collective core DPT faculty are responsible for the assurance that all students are safe and ready to progress to clinical education. The collective core DPT faculty conduct skills checks and practical exams in all management courses as well as standard written exams. Grading rubrics for skill checks and practical exams include a pass/fail safety item. All students must demonstrate proficiency and safety in all psychomotor skills and practical exam behaviors prior to participating in clinical experiences II, III and IV. Additionally, all students must be in good standing academically and professionally and have completed all prerequisite coursework in the curriculum before clinical experiences. Any core DPT faculty can raise concerns about a student's readiness for clinical education. As a regular agenda item in school meetings, the DCE reports on clinical education and consistently asks for faculty feedback or concerns about DPT students. If a student is determined by the core DPT faculty to be unsafe or not ready for clinical education, the student will not be allowed to begin their clinical experience. In this case, an Action Plan will be developed to identify the steps to be completed before beginning the clinical experience. The Action Plan will be written and approved by the academic advisor, the clinical education advisor, Director of Clinical Education and the Program Director. The student retains the right to appeal a decision to disallow beginning a clinical experience to the Student Affairs committee.

DPT Faculty: Determining Skills Necessary for Clinical Education

The core DPT faculty are responsible for identifying and assessing the skills that are required for a student to progress to their clinical education experience. This set of skills is reviewed at minimum every two years. Refer to [Competency Skills and Practical Exam Components](#) chart located in SOPT Sharepoint site.

Course Book Lists and Orders

Book Lists

1. A DPT curriculum booklist will be updated annually by the DPT Administrative Assistant.
2. The list will be based on texts identified as required and recommended from the course adoption form for the preceding academic year.
3. Once the list is updated, the DPT administrative assistant will post the current booklist on the SOPT Sharepoint drive.
4. One month prior to the beginning of each semester, the booklist will be sent to each cohort of students.

Book Orders

1. Approximately three months before the start of a new semester, a bookstore staff member will provide order forms indicating the book order based on the previous year's requirements.
2. The designated Administrative Assistant (AA) will check that all courses and sections are included in the order forms. If a course is missing, the AA will obtain the missing order forms from the bookstore.
3. The AA inserts the names of the course coordinator on each course form.
4. The AA places the order forms in the corresponding faculty's mailbox with an attached memo stating that they need to review/edit the books, sign and date the form, and return to the AA.
5. The AA will email the course coordinators and inform them that the forms are in their mailboxes and will send reminders to the faculty that the book orders are due until they are all received.
6. The AA reviews the forms for accuracy and ensures that all the information is complete and correct (publisher, author, title, edition number and whether it is required or suggested).
7. The AA scan a copy of the completed forms.
8. The AA sends the forms to the bookstore.

Academic Advising

Entry-Level DPT Program

Prior to the annual matriculation of a new cohort of Entry-Level DPT students, the Dean's office assigns students to individual faculty for academic advising for the duration of the program. It is the responsibility of the faculty advisor to:

1. Review DPT Degree Plan during the final week of the program, at which time both the student and the faculty review and sign the form to indicate that all requirements of the degree have been satisfactorily met. The form is returned to the DPT Administrative Assistant as an electronic document and maintained the student records.
2. Meet with student advisees at a minimum of one time per semester. The content of these meetings may include review of professional behaviors, DISC results, LPI results, IDI results, successful academic progression or other topics as recommended by the DPT Program Director.
3. Monitor student progression throughout the duration of the program. Faculty members are responsible to be knowledgeable regarding the policies and procedures concerning academic eligibility. Advisors should be aware of patterns of poor performance by a student individual test grades, overall course grade, or change in academic performance and communicate concerns to the DPT Program Director.
4. Serve as student advocate as appropriate.
5. Document advisee meetings in the student electronic file in a timely manner.

HES Program

Entering freshman students interested in Health and Wellness related fields are assigned to the pre-Health Advisor in admissions and advising. Their advising responsibility include:

1. Assure proper coding as pre-HES student.
2. Advise student registration according to degree plan consistent with RHCHP core curriculum and lower division coursework, involvement in athletics, and possibility of study abroad.
3. Discussion of future goals to assure progression in program matches goals.
4. Meet on a semester basis to assure registration is completed and progression is consistent with degree plan.
5. Submits Change of Academic Intent form (declaration of major) for these students that switches them from pre-HES to HES and assigns an HES major advisor.

Pre-Health students that declare Health and Exercise Science as a major are assigned an advisor from the School of Physical Therapy faculty who teach in the HES program. The assignment and number of advisors is determined by discussions between the Dean of SoPT and the Director of HES. Advising responsibilities are as follows:

1. Familiarize themselves with student progression forwarded by pre-Health advisor.
2. Meet with student on a semester basis to assure progression through program consistent with degree plan.
3. Advise student regarding career goals choosing electives to support career goals and degree plan.
4. Advocate for advisee during junior and senior year specific to successful preparation for career goals.

Fellowship/Residency Program Advising

The coordinators of the Fellowship/Residency assigns advisors to members of each new cohort. The faculty will serve as the advisor for the duration of student's time in the program. It is the responsibility of the faculty advisor to:

1. Accept a handoff from the Admissions representative who provided the initial orientation of the student candidate to the Fellowship/Residency program to then lead the student through program specific orientation. This includes ensuring the student attends an orientation session, receives the fellowship/residency handbook, receives a self-tracking form to assist in completion of the educational program and has the opportunity to have further questions answered. An electronic degree plan is signed during the admissions process. The degree plan is maintained as an electronic document with the Administrative Assistant. The final review of the degree plan is conducted prior to the student competing the program. The form is returned to the Administrative Assistant as an electronic document and maintained the student records.
2. Meet with student advisees in person or electronically at a minimum of one time per semester. The content of these meetings may include review of progression through the program, process to obtaining mentoring, required paperwork for mentoring, feedback posting through Regis Media Space and via a shared dropbox, grading results, mentorship progression for 1-1 clinical hours or other topics as recommended by the fellowship/residency coordinators.
3. Monitor student progression throughout the duration of the program. Faculty members are responsible to be knowledgeable regarding the policies and procedures concerning academic eligibility. Advisors should be aware of patterns of poor performance by a student individual test grades, psychomotor skill development, feedback on mentoring performance through submitted reports, overall course grade, or change in academic performance.
4. Serve as student advocate as appropriate.

DPT Clinical Education Advising

See the DPT [Student Clinical Education Resource Manual](#) for details.

Faculty Scholarly Agenda

Ranked faculty are expected to maintain an annual scholarly agenda that defines a short-term and long-term plan for building lines of inquiry that will result in original contributions to the profession. Each individual faculty will annually update a [scholarly agenda](#) form in their personnel file in the Dean's office. The activities should systematically advance the teaching, research, and practice in a relevant field through rigorous inquiry that: (1) is significant to the profession/discipline, (2) is creative, (3) is peer-reviewed through various methods, (4) can be replicated or elaborated, and (5) is published or presented. There are five major categories that can be pursued in the agenda, including (1) Scholarship of Discovery, (2) Scholarship of Integration, (3) Scholarship of Application/Practice, (4) Scholarship of Teaching, and (5) Scholarship of Engagement. The agenda should include the principal categories/topics of scholarly inquiry, specific goals that identify the types of scholarship, scholarly activities, and anticipated accomplishments with a timeline. See the RHCHP Faculty Practices and Procedures Handbook for further information on scholarship expectations for promotion.

Faculty University/Professional Service

Regis University and the APTA strongly value university and professional service. Thus, all core faculty are expected to participate in service-related activities throughout the year. CAPTE defines Service as “Activities in which faculty may be expected to engage including, but not limited to, institution/program governance and committee work, clinical practice, consultation, involvement in professional organizations, and involvement in community organizations.” All ranked faculty members will be assigned to University, college, and school committees based on expertise, interest, and workload discussions. See the RHCHP Faculty Practices and Procedures Handbook for further information on service expectations for promotion.

Policy on Providing Physical Therapy Services to Students

Promoting mental and physical health is of the utmost importance to the SOPT community. Students should seek help promptly for any health condition that arises during enrollment. Because the State of Colorado statute licensing physical therapists (CRS 12-285) allows individuals to directly access a physical therapist, students often turn to Regis University PT faculty members for their care. Faculty are encouraged to refer the student to the appropriate practitioner at the on-campus student health clinic. However, ongoing intervention for subacute, chronic, or relapsing conditions has the potential to present a conflict for faculty who are, at the same time, treating a student and teaching them in a DPT class. In such a case, referral to another practitioner either within the faculty practice or to an outside provider is the preferred course of action following an examination and intervention to decrease the acuity of the condition. Students utilizing the services of a physical therapist at RegisCares (SOPT on-campus faculty practice) will have charges submitted to their insurance company and be responsible for any cost-sharing (co-pays/deductibles) that are required.

Policy on Providing Physical Therapy Services to Peer Faculty & Staff

Given the high level of SOPT faculty clinical expertise, it is common practice for faculty and staff members to seek consultations with peer PT faculty members for conditions that are in the scope of physical therapist practice. Given the previously described state licensing of physical therapists in Colorado, providing a physical therapist consultation without referral is permitted. However, providing pro bono ongoing intervention for a faculty or staff colleague’s acute, subacute, chronic, or relapsing condition is not permitted as there is no medical record of such patient encounters and this may create inconsistencies among faculty and staff regarding free versus billed physical therapy care. Faculty or staff members requiring ongoing physical therapist services should be referred to RegisCares or another physical therapy clinic of choice. Faculty and staff utilizing the services of a peer faculty physical therapist at RegisCares will have charges submitted to their insurance company and be responsible for any cost-sharing (co-pays/deductibles) that is required.

Faculty Self-Assessment/Evaluation and Professional Development Plan

The purpose of the Faculty Self-Assessment and Professional Development Plan is to develop a roadmap for faculty professional activity and growth. This plan serves to structure a dialogue between faculty members and administrators that supports continued faculty growth within the framework of School, College and University goals. Faculty members design a process of professional development that includes goals and plans to evaluate progress towards the goals. This plan develops from a process of self-assessment through the reflections of the faculty member and dialogue with their assigned supervisor. Using this collaborative approach, faculty members are guided to set professional goals, review progress towards goals and identify resources that are needed to achieve these goals. The process is designed to facilitate development of faculty to prepare them for promotion. The Faculty Self-Assessment and Professional Development Plan

includes assessment of teaching, service, scholarship, and personal development and the formation of a development plan. This process provides a structured method to support the growth of faculty, identify school/division/department needs, and support the mission of Regis University. School administrators mentor faculty so that the faculty can meet promotion or other professional goals, and to ensure that the faculty goals are congruent with the goals and mission of the University and School.

Each faculty member is required to complete the [Faculty Self-Assessment and Professional Development Plan form](#) annually at a time determined by the School Dean. An annual meeting between faculty and assigned administrator is scheduled to review the form and discuss past and future goals. Faculty should review student evaluations of teaching, peer evaluations of teaching, scholarship productivity, and service activities in preparation of this document. Faculty members are required to submit their completed form a minimum of 2 working days before the scheduled meeting. The discussion should include the resources needed to accomplish the goals. The administrators will use these discussions to identify areas where faculty development support is needed.

CPR Certification

All ranked faculty who perform clinical services as a part of their position must maintain current BLS for Healthcare Providers certification.

Professional Development (Continuing Education)

1. Ranked faculty members are encouraged to expand their knowledge and skills applicable to teaching, scholarship, or school operations through attendance at continuing education events. Faculty members should identify targeted areas of development in their annual faculty development process and look for continuing education offerings that match developmental needs. SOPT faculty who are licensed physical therapists must meet the [Colorado State Physical Therapy Board Continuing Professional Competency](#) requirements.
2. Each full-time ranked faculty member has a projected annual dollar allotment in the general operating expenses for continuing education/continuing competency which is communicated to them by the Dean's Office. These funds cannot be used for professional association dues, or licensure renewals. While it is anticipated that these funds will be available to each faculty member for continuing education, the SOPT Dean, RHCHP Dean, or Provost have the right to deny funds based on program, college, or university financial circumstances. Continuing education monies allotted by a grant cannot be denied by the SOPT Dean or RHCHP Dean in cases other than termination.
3. Expenditures which exceed the faculty member's continuing education allotment are the financial responsibility of the faculty member unless pre-approved by the Dean's Office. Such requests may be approved depending on Program resources and benefit to the faculty member and Program.
4. Faculty members are responsible for arranging coverage for teaching or clinical responsibilities while attending continuing education events.

Continuing Education Travel, Lodging, and Food

1. The Program will cover travel, lodging and food (based on per diem) provided the total cost of the course registration, travel (ground transportation, airfare, parking), lodging, and food falls within the annual continuing education allotment. Any expenses incurred above and beyond the annual allotment are the responsibility of the individual faculty member unless pre-arranged with and approved by the Dean's Office.
2. Requests for reimbursement for lodging and food expense must be turned in to the SOPT Administrative Coordinator within 2 weeks of the travel. Expenses without a receipt are not reimbursable.
3. Faculty must adhere to the Travel Policies and Procedures established by Regis University.

All-School Meetings

Frequency: The School ranked faculty shall meet at least once per month, unless the Dean's Office makes the decision that a meeting is not needed as a result of a lack of agenda items. All ranked faculty are expected to be in attendance. Faculty members who cannot attend should notify the Assistant Dean of their absence. Special meetings may be called by the School Dean or by written petition of one-third of the voting membership of the ranked faculty.

Presiding Officer: The Assistant Dean shall conduct and preside at Faculty Planning meetings. In the case of absence of the Assistant Dean, the Director of Graduate Studies and Assessment shall preside or a faculty designate.

Notice & Agenda: Written notice of the meeting shall be distributed to the faculty electronically at least two days in advance of such meetings. The agenda for the meeting shall be prepared by the Assistant Dean in consultation with the School Dean and Director of Graduate Studies and Assessment. A call for agenda items will be made in the week prior to the meeting

Order of Business: The order of business for Program faculty meetings shall be as follows:

1. Call to order
2. Approval of minutes of previous meeting
3. Standing Agenda items
 - a. Dean's Updates
 - b. Faculty Staff Announcements
 - c. DPT Director Updates
 - d. Clinical Education Update
 - e. Student Issues
4. New Business
5. Adjournment

Voting & Quorum: All ranked faculty members have voting privileges and will be considered in determining a quorum. Office, research, and clinical staff and associated faculty members do not have voting privileges but are welcome to attend and contribute to discussion at All-School meetings. A simple majority of voting membership of the School ranked faculty not on leave or sabbatical shall constitute a quorum.

Minutes: Minutes for All-School meetings are taken by an assigned staff member and saved electronically on a protected network drive. The minutes are the official record of the meeting and any faculty member absent at a meeting is responsible for all information contained in the minutes. A draft of meeting minutes is provided to the ranked faculty before the next meeting for any necessary edits and then is approved at the first subsequent All-School meeting.

Time Reporting

Time reporting is completed through the Workday system. Faculty are responsible for tracking all exception time through this system including vacation time and sick time. In the case a faculty member is not able to be present for teaching or service responsibilities, sick time should be recorded.

Professional and personal “time off” is an essential component of academic life, necessary to ensure well-rounded and creative faculty. Time off is consistent with Regis philosophy of the need to nurture the whole person. Since there is considerable time external to academic semesters throughout the year, extended time off is encouraged to be taken during times that do not conflict with faculty contract responsibilities. Additional policy and procedures related to faculty time off and vacation may be described in the [Regis University Human Resource Policy Manual](#).

Faculty Attendance

- Faculty members are expected to be present on campus for all teaching, advising, service obligations and necessary collaborative activities between faculty.
- Faculty members are expected to have a minimum of four posted office hours weekly at times when students are not in class. Per the RHCHP Faculty Practices and Procedures Manual, *Each faculty member must establish office hours to be available to meet student needs according to the policy of the academic unit. Established office hours and/or procedures for making appointments must be published.*
- Faculty members must be available to teach classes within defined class schedule. Any changes to the class schedule after it is finalized needs pre-approval of a completed request form from the Dean’s office.
- Working remotely from home or other locations is acceptable but should be used judiciously; faculty should be present on campus most days of the week. Attending meetings online should only be used in exceptional circumstances such as illness or a weather emergency. Being present on campus is important for availability to students and to peers.

Vacation/Personal Leave

When planning for vacations/personal days off, the following need to be considered:

- Time off is encouraged during student breaks: August break, Winter holiday break, Spring break, Pre-summer session break.
- Faculty are expected to attend all day faculty meetings (RLMs) during the week immediately before the start of the fall and spring semesters.
- Personal meetings (medical appointments, personal time off) should not be scheduled on days that require faculty participation in meetings, e.g. Faculty Planning, assigned committees.

Sick Leave

- If a faculty member is unable to work because of illness, the faculty member should notify their supervisor and the School Administrative Coordinator. Electronic notification is acceptable.
- In the case of illness that requires a faculty member to miss scheduled classes or meetings, sick time should be used.
- Per the Regis University Human Resources Sick Leave Policy, *For absences of three full consecutive calendar days of incapacity or longer, a health care provider’s certificate or other authoritative verification acceptable to the University certifying that the illness of the employee or family member is or was bona fide may be required by the Department of Human Resources and/or the supervisor.*
- Faculty who have a serious health condition that renders the employee unable to perform the functions of his or her job must complete Family & Medical Leave Act (FMLA) documentation

Guidelines for requesting time off:

Faculty are expected to notify their supervisor of a vacation request **a minimum of 2 weeks before the requested time off**. The process for requesting time off depends on whether the requests are during the semester or outside the semester (e.g., Spring Break, August Break, Winter Holiday Break).

Requests for time off outside of semester

When classes are **NOT** in session, faculty will communicate their intended days off by notifying their supervisor, completing the vacation request in Workday, and notifying the School Administrative Coordinator so that the time off can be included on the School faculty time off calendar.

Requests for time off within a semester

When classes are in session, any vacation/personal days off must be submitted to the supervisor at minimum two weeks in advance, but preferably 4 or more weeks ahead of planned time away. The faculty member must communicate to supervisor the plan for coverage of assigned responsibilities:

Course responsibilities

Committee meetings (quorums must be present to make decisions and take action)

Mandatory School or University events (e.g., 1st year Professional Ceremony, Blessing of the Hands, Commencement)

If faculty plan to take a single day off and have no conflicts with any of the above responsibilities, they must notify their supervisor of their intent and complete the vacation request in Workday.

Emergency time away circumstances are recognized and will be dealt with on a case-by-case basis.

Procedures for Use of Visual or Audio Representations of an Individual

When audio or video recordings, photographs, videotape recordings, CD-ROMs, television, movie films, television pictures or any other form of media (live, digital, or taped) representation of individuals are used for educational or research purposes, the following procedures should be utilized.

- Complete the appropriate School of Physical Therapy Release Form. A student should obtain this form from the course coordinator.
- Complete specific forms if required by an off-site facility.
- The person recording the individual must inform the individual that they may refuse to participate in any specific activity and/or may discontinue their participation at any time.
- The School of Physical Therapy Release and Waiver form will be kept on file by the course coordinator or faculty member for a period of seven years.

Procedures for the Use of Individuals in Demonstrations and Practice for Educational Purposes

When individuals are asked to volunteer for demonstrations and practice for educational purposes in on-site or off-site labs/lecture, the following procedures should be utilized.

- Complete the School of Physical Therapy [Participation Consent Form](#) for all subjects.
- Additional forms may be completed per off site facility requirements.
- An adequate number of faculty members will be present at all times in all lab/lecture situations to insure safety of all participants while performing activities.
- The guest must be informed that they may ask questions at any time.
- The guest must be informed that they may refuse to participate in any specific lab activity and/or may discontinue their participation in lab/lecture at any time.
- School of Physical Therapy Participation Consent Form will be kept by the course coordinator or faculty member for seven years.

Laboratory Incident Report

If a faculty member, a student, or a lab participant/volunteer has a medical emergency or is injured in a clinical laboratory or in the simulation laboratory, the following steps should be followed:

1. In the case of a life-threatening illness or injury (breathing emergency, cardiac emergency, severe bleeding) call 911.
2. Campus Safety must be called (303-458-4122) immediately.
3. The online [Injury and Illness Form](#) should be completed. Student injuries in the classroom or labs are not covered by worker's compensation.

Research Adverse Event

If an illness or injury occurred pursuant to or in transit to any form of research activity, the following steps should be followed:

1. In the case of a life-threatening illness or injury (breathing emergency, cardiac emergency, severe bleeding) call 911.
2. Campus Safety must be called (303-458-4122) immediately.
3. It is the obligation of the principal investigator to report the event within 24 hours to the Chair of the appropriate research oversight committee (IRB, IACUC or IBC) and the University Compliance Coordinator, Alan Stark, in the CSRE Office: 303-458-4188.
4. This online [Injury and Illness Form](#) must be completed.
5. An Adverse Event Report must also be submitted through [IRBnet](#) (for human subjects research cases).
6. Additional paperwork may be required depending upon the event and type of research.

Handling School/Program Complaints that Fall Outside Due Process

1. This policy for addressing school/program complaints excludes complaints for which there is an established University, College, or School policy or procedure, including grade appeals, academic dismissal appeals, grievances, or allegations of harassment based on any characteristics protected by law. Such matters are covered in the Physical Therapy Student Handbook, the University Student Conduct Policies, or through the Office of Diversity and Affirmative Action. Complaints that do not fall into the realm of due process can take many forms ranging from student complaints, parent complaints, clinical education site complaints, employer complaints or general complaints from either internal or external to the University.
2. University legal counsel is available to support any investigation or process needing such input.
3. An individual who has a concern/complaint following an experience/encounter with any student, faculty, or staff member is welcome to communicate their complaint. Program complaints are recognized as an opportunity for program improvement and should be expressed with this end in mind. A complainant can choose to communicate a complaint either informally and formally.
4. If the complainant chooses, the complaint can be communicated informally by contacting the party(s) involved (e.g. course coordinator, faculty member, Program Director, Director of Clinical Education, Dean, Assistant Dean, staff member, student) to discuss the issue. In this case, there is no documentation of the complaint.
5. If the complainant prefers, a formal written complaint can be filed with the School Dean. Such a complaint must be communicated in writing and be signed. If the complaint is regarding the School Dean, that complaint should be directed to the RHCHP Academic Dean.

6. The complaint should state with specificity the facts giving rise to the complaint, the names of persons who have knowledge of the events surrounding the complaint, and the relief sought. It should be signed by the person filing the complaint. All parties to the process will seek to maintain the confidentiality of the process; however, it is recognized that circumstance may compel further disclosure to other persons, particularly if the facts implicate possible violations of law, University policy, or foreseeable risk of harm to any person. The School Dean will maintain a file of all written Program Complaints for a period of five (5) years.
7. Complaints should be addressed to:
 Regis University
 School of Physical Therapy
 3333 Regis Blvd. G-4
 Denver, CO 80221
 ATTN: School Dean
8. The School Dean (or RHCHP Academic Dean) will address the issue with the involved party within 10 working days of receipt of the letter and will seek resolution of the issue. The resolution action will be communicated to all parties in writing.
9. Should the complainant not be satisfied with the resolution of the issue at the School level, the complainant can forward the complaint to the RHCHP Academic Dean. In such a circumstance, the School Dean will forward a written summary of the situation to date.
10. The written complaint shall be filed with the RHCHP Academic Dean within ten (10) working days of receipt of the complaint resolution letter from the School Dean. Upon receipt of the complaint, the RHCHP Academic Dean shall evaluate the merits of the complaint and identify a course of action. A letter summarizing the RHCHP Academic Dean's action shall be filed with the complaint letter in the Program Complaint file.
11. Should the complainant not be satisfied with the resolution of the issue at the College level, the complaint can be made to the Provost Office. The Provost shall evaluate the merits of the complaint and identify a course of action. A letter summarizing the Provost's action shall be filed with the complaint letter in the Program Complaint file.

Confidentiality of Records

Faculty personnel files are kept in a locked file cabinet in the Office of the School Dean. Faculty files include workload forms, faculty development forms, promotion in rank materials, curricular vitae, copy of license (if applicable), and other personnel information. Based on Regis University Human Resources Policy, *Personnel files are the property of Regis University and access to the information they contain is restricted. Generally, only the individual employee, immediate supervisor and management personnel of Regis University who have a legitimate business reason to review information in a file are allowed to do so. Inspection of these records by persons other than supervisors, the college dean, the Provost, University legal counsel, the President or his designee, or the Department of Human Resources staff must be authorized by the Associate Vice President for Human Resources, or the President.*

Use and Maintenance of SOPT Equipment

Regis University School of Physical Therapy space and equipment resources are critical to the teaching and research mission of the program, and should be cared for by all students, faculty, and staff. The SOPT Assistant Dean is responsible for scheduling annual preventive maintenance check of equipment and calibration. Faculty should report damaged, broken or malfunctioning equipment to the Assistant Dean promptly and then to the lab coordinator to prevent injury to another person using the equipment, and so that it can be promptly labeled and adequately repaired or replaced.

During laboratory, classroom, or ISL activities, concern and respect for others working near-by should be demonstrated, including those who are in adjoining rooms or on the lower floors.

The School of Physical Therapy maintains a supply of clinical equipment in skills lab and storage area for the expressed purpose of having equipment available for classroom demonstration and student practice. This requires that the equipment be available in the classroom for faculty demonstration. Equipment can be made available for loan to faculty and must be signed out with the designated staff person and promptly returned after use.

Any equipment that is taken out for loan must be signed out and kept no longer than 3 days unless other specific arrangements are made and approved by the Program Director. Upon return, all equipment must also be signed back in by the designated staff member and returned to its storage. Failure to follow these loaning guidelines will result in the loss of loaning privileges and possible financial responsibility.

University Policies

All School faculty are subject to all other employment policies and procedures of the University. If there is a conflict in the policies and procedures described in this handbook and University policies and procedures, University policies and procedures shall prevail.

[University Policies and Procedures](#)

This web page contains links to all of the University wide policies and procedures.

Grievance Procedures

See the Rueckert-Hartman College for Health Professions Faculty Practices and Procedures Manual on the RHCHP SharePoint site.

SECTION 5

DPT Admissions Policies and Procedures

The admissions process used to craft a cohort of DPT students each fall involves the coordinated work of the Regis University Office of Admissions and the DPT Program staff and faculty. Under the guidance of the University Dean of Admission, the Office of Admissions utilizes various promotional marketing communication channels when engaging with prospective students. These channels of communication include digital and print collateral, program fact sheet, graduate program matrices, and in person meetings both on and off campus. Designated admission counselors in the Office of Admissions are responsible for providing clear and accurate information to prospective students regarding Regis University's DPT Program, admission and graduation requirements, cost of attendance, student services, and student outcomes. Admissions counselors participate in both new hire and ongoing training regarding the details of the DPT Program.

The Office of Admissions conducts outreach and promotion of the Doctor of Physical Therapy program through attendance at various graduate college fairs and presentations to pre-health student groups at other institutions. Prospective students are provided the opportunity to attend one of our scheduled campus visit dates offered in the spring and summer, as well as speak with a designated admissions counselor via phone or through a virtual webinar. Prospective students requesting to meet with faculty are provided with this opportunity based on scheduling and faculty availability.

Criteria for admission are as follows:

- Completion of a baccalaureate degree prior to matriculation with a major in a field other than Physical Therapy from a regionally accredited institution of higher education. No academic major is given priority consideration during the selection process.
- Completion of prerequisite course work** with a minimum grade of "B-" or above in each prerequisite course preferred and a minimum cumulative grade point average of 2.75. Prerequisite course work must be completed prior to matriculation; however, course work may be in progress or planned at the time of application.
- Completion of Graduate Record Examination (GRE)
- Demonstration of an undergraduate cumulative grade point average of 3.00 on a 4.00 scale preferred
- Demonstration of familiarity with the profession of physical therapy
- Evidence of potential for success in graduate education
- Evidence of potential for success as a professional in the field of physical therapy

Additional consideration is given to applicants who complete the undergraduate Health and Exercise Science major or minor at Regis University, come from a diverse background, have earned a graduate level degree, or have earned an undergraduate degree from a Jesuit university. As a private institution no preference is given based on residency.

** Prerequisite coursework must be completed prior to matriculation into the School of Physical Therapy. However, coursework may be in progress or planned at the time of application without it negatively impacting your application.

Prerequisite Courses

Human Anatomy with Lab*	4 SH
Human Physiology with Lab*	4 SH
Biology (lectures and laboratories)**	8 SH
General Chemistry I with Lab	4 SH
General Chemistry II with Lab	4 SH
General Physics I with Lab	4 SH
General Physics II with Lab	4 SH
Behavioral Science I†	3 SH
Behavioral Science II	3 SH
Statistics (Descriptive and Inferential)	3 SH

*Regis University requires one (four semester hour) course in Human Anatomy with lab plus a course (four semester hour) in Human Physiology with lab for a total of one year of study, OR 8 semester hours (one-year sequence) of a combined anatomy and physiology (A&P I and II).

**Any two biology courses (lecture and lab required) taken from a biology department will fulfill the biology requirement. Examples of appropriate biology courses include: Cell Biology, Embryology, General Biology I, General Biology II, Genetics, Histology, Immunology, Microbiology, Molecular Biology.

†Behavioral Science includes courses in psychology, sociology and anthropology. Developmental and Abnormal Psychology are recommended.

The pass-fail option is not accepted in required courses. In addition, grades of D or F are not accepted toward required courses. We recommend that prerequisites be taken within the last five years; however, we will consider all courses regardless of the amount of time since completion.

All applicants apply for admission to the Doctor of Physical Therapy (DPT) professional program through the Physical Therapist Centralized Application Service (PTCAS) [PTCAS c/o Liaison International, 311 Arsenal St., Suite 15, Watertown, MA 02471; www.ptcas.org]. Applicants must submit all required admission information as instructed by PTCAS and requested on the PTCAS application. This, in part, includes the following items:

- Official transcripts of all college-level course work
- Three letters of recommendation from persons well suited to evaluate qualification for graduate study and/or physical therapy. One recommendation must be completed by a licensed physical therapist and one recommendation must be completed by a college-level faculty. Personal letters of recommendation are not accepted.
- Official GRE scores

All applications are first reviewed by the Office of Admissions. Well-qualified applicants who meet the admission criteria to the satisfaction of the School of Physical Therapy are invited for a personal interview between January and February of each year, based on their initial applicant rank. During this time applicants meet with faculty to interview and engage in campus tours to learn more about the Regis University Doctor of Physical Therapy program.

The DPT program has a competitive admissions process where selection is made based on a number of factors including prerequisite GPA, GRE scores, cumulative GPA, completion of highly recommended courses (Biomechanics/Kinesiology, Exercise Physiology, Speech Communication, Neuroscience/Neuroanatomy, Research Methods/Advanced Statistics, and Motor Control/Motor Learning),

and recommendation letters.

Since the number of qualified applicants exceeds available slots (83), the committee selects a diverse and qualified candidate group from the interviewed applicant pool. Admission decisions are not based solely on final applicant rank. Historical admissions data is leveraged annually to optimize and manage the number of candidate interview invitations extended, as well as the number of initial admission offers made. With a capped class of 83 each fall, measures are taken to only offer initial admission to the number of candidates expected to deposit, based on historical offer to deposit percentages. Should additional offers of admission be needed due to melt or the inability to achieve the initial deposit goal, well qualified alternates on a designated alternate list are selected for admittance.

Admissions personnel are trained and monitored to ensure equitable admission procedures are applied consistently. All applicants who meet the minimum criteria for admission are given consideration for initial faculty interview selection and ranked based on prerequisite grade point average, cumulative grade point average, GRE scores, recommendation letters and completion of highly recommended courses. Since the number of qualified applicants exceeds available interview slots, the highest ranked applicants are invited to interview. On average between 280-290 applicants are interviewed for admission each year and approximately 125-140 are offered initial admission.

Transfer credit from other health professions education programs including other DPT programs to the Regis University DPT program will be considered for each individual student request. Courses under consideration for transfer must be graduate-level and must have been taken within the past three years in a ground-based format. A designated dean or faculty from the School of Physical Therapy will evaluate the syllabus from each requested course for equivalency of course content and rigor. Credit hours earned with grades of "B-" or better (grades of C+ or below are not acceptable) at an accredited institution of higher education prior to admission to the Regis University School of Physical Therapy may be transferred based on equivalency review. Credit hours are transferred, but quality points are not. The grade-point average of the student will be determined only by work done at Regis University. A maximum of 12 semester hours of transfer credit will be accepted.

SECTION 6

Affiliate Faculty Policies and Procedures

Affiliate Faculty Definition

Affiliate faculty (also referred to as associated faculty by CAPTE) include those persons who teach in one or more of the School programs but do not hold a ranked faculty appointment within the School. The affiliate faculty may be licensed and practicing clinicians, faculty members from other units within Regis University, faculty members from other universities, or persons with expertise not represented within the ranked faculty. Their responsibilities may include classroom and laboratory teaching, case/journal club discussion leaders, or grading.

Affiliate faculty are welcome to attend the Faculty Planning Meeting but do not have voting rights. Affiliate faculty who have major instructing or course coordinating assignments in the Program are included in the distribution lists for regular E-announcements to the core faculty and have access to agendas and minutes for Faculty Planning Meetings.

Process for Finding and Requesting Affiliate Faculty

The Assistant Dean is responsible for oversight of all School affiliate faculty. They keep a file of persons who have expressed interest in an affiliate faculty position. The Assistant Dean or designee maintains a record of contacts with potential candidate(s) that may be interested in becoming an affiliate faculty member and will reach out to discuss interest and availability. At times determined by the Assistant Dean, affiliate faculty interviews are held and new affiliate faculty members are selected based on expertise, affiliate need, and affiliate interviews. New affiliate faculty orientation is coordinated by the Assistant Dean and the CETL new faculty/affiliate faculty orientation program.

Course coordinators are responsible for identifying the need for affiliate faculty as lecturers, lab instructors, practical exam or skill check participants, graders, or journal club/tutorial discussion leaders. Affiliate faculty requests are made through a bidding type process each semester that is coordinated by the Assistant Dean and the Administrative Coordinator.

Affiliate Faculty Meetings/Affiliate Faculty Council

A minimum of one affiliate faculty meeting is held each of the fall and spring semesters to discuss School issues, review affiliate policies and procedures, and offer professional development for the affiliates.

An Affiliate Faculty Council of four affiliate faculty representing curricular areas meets with the Dean and Assistant Dean at minimum one time per semester. The purpose of this Council is to serve as a liaison group to all SOPT affiliate faculty, to discuss issues affecting the affiliate faculty in the School, and to foster communication and collaboration with and between ranked faculty and affiliate faculty.

All affiliate faculty members are provided with a SOPT Affiliate Faculty Handbook which identifies the rights, responsibilities, and privileges of the associated faculty members.

Affiliate Faculty Assignment and Contract Process

Each semester numerous affiliate/associated faculty are required to be in many course sessions to teach various components or assist ranked faculty in lab sessions. Prior to the start of the semester, the Assistant Dean reviews faculty workloads and works with the course coordinators to determine their affiliate faculty needs. Once the needs are determined, the Assistant Dean works with the Administrative Coordinator to compile a spreadsheet of the semester's courses, and sessions/activities in which affiliate faculty are needed. The completed spreadsheet is sent to the current list of active affiliate faculty via email. The active affiliates are asked to review and complete the spreadsheet with their availability and interest for the upcoming semester. Once the responses are received, the Assistant Dean reviews, and makes selections for each course in coordination with each of the course coordinators.

Once selections have been confirmed, the Administrative Coordinator sends a schedule to each of the affiliates selected for the courses, and updates the courses in Colleague so that all selected affiliates have access to their respective courses. A master spreadsheet is then compiled by the Administrative Coordinator which includes all courses, as well as pay calculations for each affiliate and each course. The pay totals and courses are sent to the Administrative Services Office.

Once the University's "Add/Drop" window has expired for the semester, the Administrative Services Office processes the affiliate contracts. Once the contracts have been processed and are available in the WebAdvisor system, the Administrative Services Office notifies the Administrative Coordinator and provides pay dates for each affiliate/course. The Administrative Coordinator then notifies all of the selected affiliates. The affiliates are responsible for reviewing/accepting each of their course contracts in the WebAdvisor system.

Affiliate faculty who have been assigned to a course session after the semester's contracts have been processed, or have been assigned grading, other teaching or other administrative duties will receive a separate "Additional Duties" contract. These are also processed via the Administrative Services Office. Upon processing any "Additional Duties" contracts, the Administrative Services Office will notify the affiliate directly via email of the pay amount and pay dates for those additional duties.

Affiliate Faculty Evaluations

1. All affiliate faculty who teach at least 9 contact hours (3 labs) in any course are evaluated using the Course Coordinator Evaluation of Affiliate Faculty Teaching Effectiveness Form on an annual basis or at least one time per year. The Assistant Dean tracks affiliate participation and selects which course coordinator will do this evaluation with the affiliate each year. The designated course coordinator will then meet with the affiliate faculty member to review and discuss the coordinator and student assessments within the selected course. If necessary, the course coordinator will assist the affiliate faculty member in development activities to address any development needs.
2. All affiliate faculty who teach at least 9 contact hours (3 labs) in any class are also assessed by the students for teaching effectiveness using the SOPT affiliate faculty evaluation tool. This tool allows students to provide a quantitative rating of effectiveness regarding teaching effectiveness and content expertise. The student evaluations are sent out by the assistant dean, results compiled and shared with the affiliate faculty member and the respective course coordinator.
3. The course coordinator should arrange a meeting with the affiliate faculty member to discuss the evaluations. The course coordinator should also forward a summary of the evaluation findings including areas of suggested improvement to the Assistant Dean.

4. The course coordinator should arrange a meeting with the affiliate faculty member to discuss the evaluations. The course coordinator should also forward a summary of the evaluation findings including areas of suggested improvement to the Assistant Dean.
5. When affiliate faculty serve as tutors for Professional Issues courses (a role that differs considerably from lecturing or assisting in labs), the course coordinator and the students provide an evaluation of the affiliate faculty member's effectiveness as a facilitator of problem-based learning tutorials. These evaluations are conducted at the completion of each tutor experience, reviewed with the affiliate faculty member, and forwarded to the Assistant Dean.
6. Finally, the Assistant Dean is responsible for the affiliate faculty evaluation process, and affiliate files which must include an up-to-date CV, PT license, and transcripts of PT degree and most advanced degree.
7. All records will be filed in the respective affiliate faculty academic file and kept by the University administrative services office for future reference.
8. The affiliate faculty coordinator uses this information to determine eligibility for re-hire and to evaluate trends and guide personal and group affiliate faculty development needs. This information is used to develop affiliate faculty meeting agendas scheduled a minimum of twice per year.
9. All affiliate faculty that teach in a semester will receive a certificate valid for Category III Colorado Continued Competency for the appropriate hours in that course.

Parking

Parking is available on the Lowell campus in Lot 2, 3, 4, 6 and 7 on a first come, first served basis. Parking costs for affiliate faculty can be paid on a daily basis or a semester long permit can be purchased through the Regis University Office of Parking and Transportation <https://www.regis.edu/life-at-regis/campus-life/transportation-and-parking> for \$65.00 per semester or \$125.00 for the full academic year.

Faculty/Staff Parking Quick Facts

All faculty & staff employees must purchase a parking permit obtained through the Parking Office for the NW Denver Campus.

Affiliate Faculty: Affiliate faculty may purchase a permit through the parking portal. Payroll deduction is not available for affiliate faculty.

New University Faculty and Staff: New employees could receive a parking voucher valid for 4 days of employment. At the end of the 4th day, the employee must purchase a parking permit here.

Faculty Absence

If an affiliate faculty member is ill or otherwise unable to meet their teaching obligations, the affiliate faculty member should promptly notify either the school Administrator Coordinator, the Assistant Dean and the course coordinator. The course coordinator should ultimately be informed that the affiliate will not be present.

Academic Integrity

Please see the Regis University Academic Integrity Policies

The Academic Integrity Reporting Form is only accessible from off campus to persons who are using a Regis-owned computer. This means that affiliate faculty cannot open the reporting form and, thus, cannot report violations of academic integrity by completing this form.

Should an affiliate faculty member observe or have knowledge of a potential academic integrity violation, the faculty member should e-mail the following information to Dr. Ira Gorman, Assistant Dean (igorman@regis.edu) with a copy to Dr. Stacy Carmel, SOPT faculty representative to the Academic Integrity Board (scarmel@regis.edu). The affiliate faculty member should attach any additional documentation such as papers, screen shots, and Turn-It-In reports to their e-mail.

1. Date of Occurrence:
2. Reporting Party:
3. College in Which Incident Occurred:
4. Course Name:
5. Course Number:
6. Student Last Name:
7. Student First Name:
8. Offense Type* (cheating, collusion, plagiarism, fabrication, or other):
9. Description of Incident:
10. Violation Level* (I, II, III, or Unsure):
11. Instructor's Sanction:
12. Consulted with School Academic Integrity Board member (Yes or No):

* Descriptions available in Academic Integrity Policies

Affiliate Faculty Job Description

JOB DESCRIPTION

Job Title: Affiliate Faculty

Position No.: _____

School: Physical Therapy

Dean: Mark Reinking

JOB SUMMARY:

This person is responsible for teaching, advising, and participating in the development, refinement and evaluation of the Physical Therapy, Health and Exercise Science, Fellowship in Manual Therapy curriculum.

MAJOR DUTIES and RESPONSIBILITIES:

Essential:

1. Academics 90%

- a. Meet scheduled classes and fulfill assignments within the framework of existing policy.
- b. Develop, implement, and evaluate course objectives, assignments, syllabi, and text books in collaboration with course coordinator and or DPT or HES team when appropriate.
- c. Evaluate student performance as requested by course coordinator.
- d. Participates in (affiliate faculty meetings and specific course preparatory meetings) in order to effectively integrate assigned course materials with others in the concurrent semester and curriculum as a whole.
- e. Collaborate with other instructors in the assigned course and if necessary other faculty in other related courses.

- f. Participate in the development, refinement and evaluation of the curriculum, learning needs, and resources for students in collaboration with other faculty members and committees (course specific and in relation to the curriculum as a whole).
- g. Participate in the development and refinement of the philosophy and mission of the School of Physical Therapy as requested by the Dean.

2. Other 10%

- a. Participates in personal professional development in the areas of teaching/learning which will support the Regis School of Physical Therapy mission and philosophy.
- b. Affiliate faculty assigned to teach an undergraduate HES course will have specific office hours. Other affiliate faculty within the DPT curriculum teaching as a part of a team will not be required to hold scheduled office hours but may meet with students as needed. An affiliate office space will be provided, with computer, printer access, copier access and internet access.
- c. Maintain current licensure, when appropriate, and professional competence in content areas.
- d. Maintain current membership in a their appropriate professional organizational.
- e. Establish and maintain positive working relationships with other faculty members and staff of the University.
- f. Demonstrate active involvement in community/professional services or projects.
- g. Perform other related duties as assigned by the Dean of the School of Physical Therapy.

DECISION MAKING:

Ranges from intense, conceptual, and sophisticated. Able to facilitate critical thinking and discussion of topics with students

SCOPE of AUTHORITY:

Authority to assist and facilitate class design created by ranked faculty within the University and School of PT standards, to advise and counsel students as to specific instances of behavior, and assignment of grades or special projects.

COMMUNICATION:

Includes literal, interpretative, expressive, motivation, facilitatory, and resolving in both individual and group settings.

RESULTS of ACTIONS:

Impact on Department includes enhancement, growth, and development of students, academic faculty, and the program as well as the profession of physical therapy. Impact also includes community perception of the quality and value of the Regis University School of Physical Therapy.

MINIMUM REQUIREMENTS:

FOUNDATION COURSE EDUCATION REQUIREMENTS:

Earned PhD in content or related field preferred.

Earned Master's degree in content area or related field minimum.

CLINICAL COURSE EDUCATION REQUIREMENT:

Above education requirements preferred.

Earned entry level degree in Physical Therapy minimum with a DPT preferred.

Certification in clinical specialty area or advanced academic education preferred.

EXPERIENCE:

Licensed or eligible for licensure in the state of Colorado if applicable.
Strong interpersonal and advising (communication) skills.
Current knowledge and skill in the use of appropriate information technology.
Able to initiate and administer programs independently.
Experience in teaching in professional or post professional educational environments preferred.
Experience in adult education desirable.
Experience and knowledge of how to access current best practice through use of evidenced based literature.

SKILLS (Psychomotor):

Able to use body parts, equipment or special devices to work, move, guide or place objects or materials.

KNOWLEDGE:

Knowledge of education and management theory and practice, and scientific inquiry as it applies to area of expertise.
Knowledge of academic systems and standards.
Knowledge of health care environment, specialty areas and assigned course content.

ABILITIES:

Ability to apply critical thinking, problem-solving, creativity, organizational and group process skills consistently.
Demonstrate proficiency in conflict resolution.
Must be flexible and comfortable with ambiguity.
Must balance strong leadership qualities with being an effective team member.
Must balance strong conceptual skills with attention to detail.
Must be able to demonstrate strong time management skills.
Must be able to function well under conditions of high levels of intellectual and psychological stress.

PHYSICAL AND MENTAL:**Lifting & Carrying:**

Occasional pushing and carrying of 40 pounds

Pushing and Pulling:

Occasional pushing and pulling of 30 pounds of force

Body Positions:

Standard office business, teaching and practice positions required

Body Movements:

Able to participate in presentations requiring standard facilitation movements.

Hand Use:

Able to use keyboard, overhead projector, FAX, copier, telephone, PC and other standard office and teaching equipment.

Sense of Touch:

Required as necessary to utilize equipment.

Hearing:

Able to communicate effectively on the telephone, in meetings, classroom, one on one, and in group settings.

Vision:

Able to read/write documents and view PC screen.

Mental:

Mathematics:

Able to add subtract, multiply and divide. Able to perform and interpret basic statistics.

Remembering:

Able to recall theoretical, academic, factual, and conceptual data.

Language Ability:

Fluent in reading, writing, and speaking English; also computer literate.

Reasoning:

Able to apply deductive, inductive, critical thinking and problem solving in the academic and clinical context.

WORKING CONDITIONS:

Standard academic and classroom environment as well as fast pace office environment. May require time spent in practice setting environments.

Affiliate Faculty Signature: _____ **Date:** _____

Supervisor Signature: _____ **Date:** _____

Dean Signature: _____ **Date:** _____

SECTION 7

School of Physical Therapy Committees

SECTION 7: School of Physical Therapy Committees

The School of Physical Therapy utilizes committee structures to accomplish long-term and short-term planning process and procedures. The long-term structures are “standing committees”, while the short-term structures are Ad Hoc Committees/Task Forces.

General Provisions

1. All faculty are expected to participate in shared governance through committee assignment. The number of committee assignments is based on workload considerations.
2. A committee authorized by the faculty of the School shall be empowered to act as the agent of the faculty in administering responsibilities delegated to them.
3. Faculty need to be timely with ongoing committees and task force responsibilities that contribute to School/Department/Program goals and objectives.
4. Each committee shall record minutes of its meetings including participation by individual members. Minutes should be saved on the common Program drive for a written record of meetings.
5. Each committee should meet at minimum one time per semester

Standing Committees

DPT Curriculum Committee

The DPT curriculum committee includes core faculty, an administrative coordinator/ assistant, and DPT student representatives for each class. The charges to the DPT curriculum committee include the following:

1. Review any faculty proposals regarding revisions/additions/deletions to existing courses in DPT curriculum and, when needed, bring recommendations to the ranked faculty for approval.
2. Review existing curriculum assessment plan for DPT curriculum, and revise as needed.
3. Insure that curriculum assessment plan is being followed and appropriate data collection and analysis is occurring.
4. Review, as needed, content-specific entry-level curricular recommendations from APTA BOD, councils, committees, Sections/Academies or task forces.
5. Other tasks as assigned by School Dean.

HES Curriculum Committee

The HES curriculum committee includes core faculty who are teaching in the HES program, and an administrative coordinator/assistant. The charges to the HES curriculum committee include the following:

1. Review any proposals regarding revisions/additions/deletions to existing courses in the HES curriculum, and, when needed, bring recommendations to the ranked faculty for approval.
2. Review HES planned curriculum and develop proposal to implement all courses over the next three years.
3. Develop outcomes survey for HES graduates based on HES curricular goals.
4. Ongoing monitoring of HES student progress.
5. Other tasks as assigned by School Dean

Post-Professional Education Committee

The post-professional education committee includes core faculty and an administrative coordinator/assistant. The charges to the post-professional education committee include the following:

1. Ongoing oversight of Orthopedic Manual Therapy Fellowship Program
2. Develop 1-2 continuing education courses hosted fully or in part by Regis University School of PT
3. Investigate the feasibility of residency in a variety of specialty areas
4. Other tasks as assigned by School Dean

Student Affairs Committee

The student affairs committee includes representation from the School Dean's office, core faculty and an administrative coordinator/assistant. The committee is chaired by the Assistant Dean. The charges to the student affairs committee include the following:

1. Ensure that due process is afforded all students subject to suspension or dismissal.
2. In the case of suspension or dismissal appeal, assure that pertinent information regarding each student case is known and considered by members of the Committee when making student progression recommendations to the Program Director.
3. Establish reasonable conditions for progression in the Program in case a student with an academic &/or professional behavior eligibility issue is allowed to progress.
4. Monitor the compliance of a student meeting conditions of progression.

Faculty & Student Awards Committee

The faculty and student awards committee includes core faculty and an administrative coordinator/assistant. The charges to the faculty and student awards committee include the following:

1. Oversight of nominations for student awards and scholarships including dissemination of information to students of awards/scholarships, selection process, and notification of student awardees.
2. Oversight/planning of the Graduation Awards Ceremony at end of the spring semester each year. Tasks include
 - a. Reserve the space at least a year in advance
 - b. Organize the logistics including program, participants, refreshments, and certificates/plaques
 - c. Develop script for the program
3. Oversight of nominations for college, university, and national awards for ranked and affiliate faculty

Clinical Education Team

The clinical education team includes faculty with direct responsibilities related to clinical education, the administrative coordinator for clinical education, and student representatives for each class. The charges to the clinical education team include the following:

1. Coordinate and instruct clinical education courses.
2. Meet with individual clinical education advisees as needed.
3. Complete midterm visits by phone or in person as deemed necessary.
4. Review and evaluate Clinical Performance Instrument (CPI) for clinical education advisees.
5. Develop, as needed, remediation action plans for clinical education advisees.
6. Select clinical education Student of the Year award.
7. Recruit new clinical education sites.
8. Monitor and develop existing clinical education sites.
9. Insure valid contracts with all clinical education sites.
10. Implement clinical education faculty development program including, but not limited to, clinical instructor credentialing courses, site-specific continuing education, and the Clinical Scholars Program.
11. Other tasks as assigned by School Dean

Ad Hoc Committees/Task Forces

When necessary for School operation, development, or accreditation, the School Dean may appoint a task force to accomplish a specific assigned task. These task forces exist only to accomplish the assigned task. The School Dean will appoint members to the task force and will appoint a chair. The assigned task will be clearly identified by the School Dean and, unless otherwise arranged, the assigned task force is to complete its work within three months of the assignment.

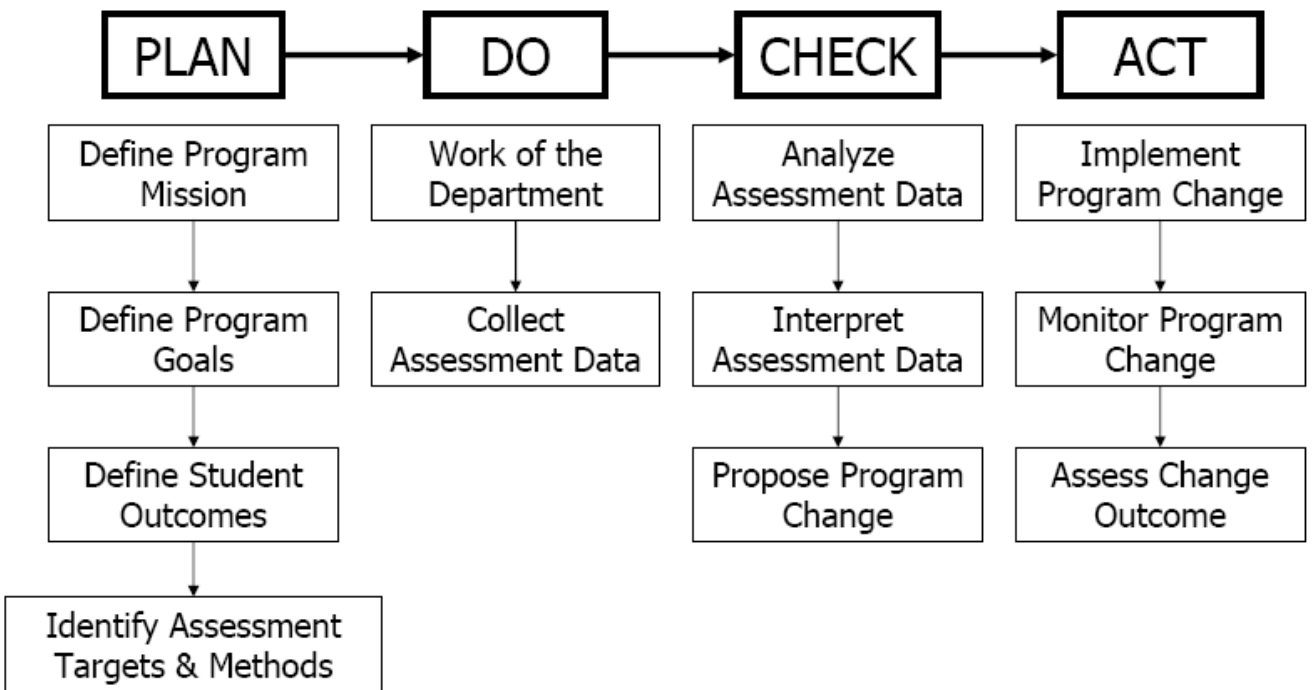
SECTION 8

Formal Program Assessment

SECTION 8: Formal Program Assessment Process

The School of Physical Therapy has an ongoing, formal program assessment process for the HES, DPT, OTD, and Fellowship programs that determines the extent to which the program meets its stated mission. The assessment process: (1) uses information from professional standards for each program and guidelines and institutional mission and policies; (2) uses data related to School/program mission, goals, and expected program outcomes, School/program policies and procedures related to core faculty, clinical education faculty, affiliate (associated) faculty, communication, resources, admissions criteria and prerequisites, curriculum plan, clinical education program, and expected student outcomes; (3) identifies program strengths and weaknesses; (4) includes judgments regarding need for change; and (5) includes steps to achieve the changes, with anticipated dates of completion.

The areas of systematic assessment include; program mission, vision, and philosophy; program goals; program policies and procedures; faculty (individual and collective ranked faculty, affiliate faculty, clinical education faculty); communication; resources (student services, support staff, financial support, library, facilities, space and equipment, students); admissions criteria and prerequisites; curriculum plan; clinical education program; and expected student outcomes. Program assessment is a collaborative effort which involves core and affiliate faculty, staff, students, and additional stake holders as appropriate. The School of Physical Therapy uses the Plan-Do-Check-Act process for program assessment. This process is shown in the figure below:



Strategic Planning

The School has a formal and regular strategic planning process that is focused on mission and visions and seeking improvement. This process involves multiple stakeholders (faculty, staff, students, alumni, and external stakeholders) in identification of strengths and weaknesses, environmental influences, and opportunities and threats. Strategic planning is accomplished within the context of the University, College, School, and Program mission and vision statements. Visioning is done in a 5-year time period and over that period there is ongoing assessment of strategic goals, objectives, and activities.