



School of Rehabilitative & Health Sciences

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 Rehabilitative & Health Sciences Workplace Commitment

Workplace Commitment

As a member of the School of Rehabilitative & Health Sciences community, I commit myself to the following:

Be IN

I commit to...

- ♦ The mission of the University, the College, and the School
- ♦ Fostering a community of inclusion and belonging
- ♦ Being present and responsible in our work
- ♦ Recognizing my biases and actively working to reduce them
- ♦ Trusting the intention of others

Be REAL

I commit to...

- ♦ Expressing gratitude regularly
- ♦ Being honest and authentic
- ♦ Treat others with dignity and respect
- ♦ Listening to understand and not only to respond
- ♦ Being mindful of feelings of others and calling in with compassion
- ♦ Accepting and providing constructive feedback
- ♦ Being accountable for my actions
- ♦ Supporting each other

Be BOLD

I commit to...

- ♦ Seeking magis in our work
- ♦ Embracing innovation and risk-taking
- ♦ Seeking diverse perspectives with an open mindset
- ♦ Being creative, collaborative, and discerning in problem-solving
- ♦ Recognizing the experience and wisdom of the whole to inform our work
- ♦ Setting aside self-interests
- ♦ Providing reflective input that focuses on the greater good
- ♦ Focusing on taking action rather than overthinking

January 2025

SECTION 2

School of Rehabilitative & Health Sciences

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.

[Anderson College and RHCHP Faculty Handbook](#)

Faculty members in the School of Rehabilitative & Health Sciences (SRHS) are also governed by the policies and procedures as specified in the [Anderson College and RHCHP Faculty Handbook](#). Those policies and procedures outlined in the School of Rehabilitative & Health Sciences Faculty Handbook are intended to supplement and not replace those specified by Rueckert-Hartman College for Health Professions.

School of Rehabilitative & Health Sciences

Overview

The School of Rehabilitative & Health Sciences (SRHS) includes six distinct programs, (1) Undergraduate Health and Exercise Science (HES), (2) Doctor of Physical Therapy (DPT), (3) Regis Pathway of the Creighton University Occupational Therapy Doctorate (OTD), (4) Regis Pathway of the Rockhurst University Speech and Language Pathology program, (5) Residency in Orthopaedic Physical Therapy (ROPT), and (6) Fellowship in Orthopedic Manual Therapy (FOMPT). The School of Rehabilitative & Health Sciences 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 Rehabilitative & Health Sciences Mission

We are a progressive, value-centered team transforming leaders who optimize health, wellness and function through evidence-based and reflective Jesuit education.

School of Rehabilitative & Health Sciences Vision

Our inclusive, collaborative programs will transform society by advancing human participation and performance, wellness and social justice.

School of Rehabilitative & Health Sciences Strategic Planning

The School of Rehabilitative & Health Sciences has a formal and regular strategic planning process that is focused on the future of the school. This process involves relevant groups (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.

Division of Physical Therapy
Entry-Level Doctor of Physical Therapy Program

The Department 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. The Department became the School of Physical Therapy in 2008, and the School became the School of Rehabilitative & Health Sciences (SRHS) in 2024, with an embedded Division of Physical Therapy. Today, the Division ranked faculty are all doctoral-prepared, aided by over 50 affiliate faculty members. In addition, clinical education scholars along with clinical instructors provide clinical instruction to students during clinical experiences. In November 2021 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.

Division of Physical Therapy
Department of Post-Professional Studies
Residency in Orthopaedic Physical Therapy

The Residency in Orthopaedic Physical Therapy (ROPT) program, part of the Division of Physical Therapy, is an intensive one-year program focusing on progressive didactic education with courses specific to orthopedic physical therapy practice. This 12-semester hour post-professional specialty program was started in 2020 and 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.

Division of Physical Therapy
Department of Post-Professional Studies
Fellowship in Orthopaedic Manual Therapy

Since 2004, the School has offered an APTA-accredited fellowship in Manual Physical 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 clinical specialists or residency prepared. 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, and is also accredited by the American Council for Orthopaedic Manual Physical Therapy Education (ACOMPTE) since 2020. The APTA 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 program admitted fellows will meet the ABPTRFE & ACOMPTE requirements for credentialed fellowship hours. Upon successful completion of the Fellowship, graduates receive an Academic Certificate, and are able to apply for Fellowship status with the American Academy of Orthopaedic Manual Physical Therapy (AAOMPT).

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 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.

Department of Health and Exercise Science

The undergraduate Health and Exercise Science (HES) Bachelor of Science 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 Rehabilitative & Health Sciences saw the graduation of the first class of students who entered the program as freshman in 2013. In the Fall of 2022, the HES program gained 5-year accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The peer review was conducted by the Committee on Accreditation for the Exercise Sciences (CoAES). HES graduates have gone on to a wide range of professions and graduate programs, including some who have entered the School of Rehabilitative & Health Sciences's DPT and OTD programs.

Mission: Department of Health and Exercise Science

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: Department of 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 of the OTD program are available on the [Creighton University website](#). In the fall of 2023, the OTD program moved its location from the Northwest Denver campus to the Interprofessional Health Campus in Thornton.

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. The program's philosophy and goals are located on the [Creighton University website](#).

Speech-Language Pathology

Rockhurst University's Speech-Language Pathology program is known for providing excellent clinical training in a wide variety of community-based clinical sites. Students will obtain the skills necessary to provide therapy services to children and adults who exhibit a wide range of communication and/or swallowing impairments across the broad scope of practice, including audiology.

In addition to clinical practicum experiences, students grow as a professional through service learning opportunities and a curriculum that emphasizes ethics and prioritizes a culturally sensitive approach. In other words, you are trained to be a well-rounded clinician and community-minded person with a true passion for helping others. In 2025, Regis University partnered with Rockhurst University to offer a distance cohort of the Speech-Language Pathology program. Details of the SLP program are available on the [Rockhurst University website](#).

Mission: Rockhurst University Saint Luke's College of Nursing and Health Sciences

Saint Luke's College of Nursing and Health Sciences is an educational leader serving exceptional students pursuing health care professions including Speech-Language Pathology, Exercise Science, Health Science, Nursing, Medical Assisting, Occupational Therapy and Physical Therapy. As a comprehensive university with strong relationships with the largest health care providers in the region, including Saint Luke's Hospital of Kansas City, the college seeks to prepare health professional leaders to effectively meet the health care needs of diverse populations in complex

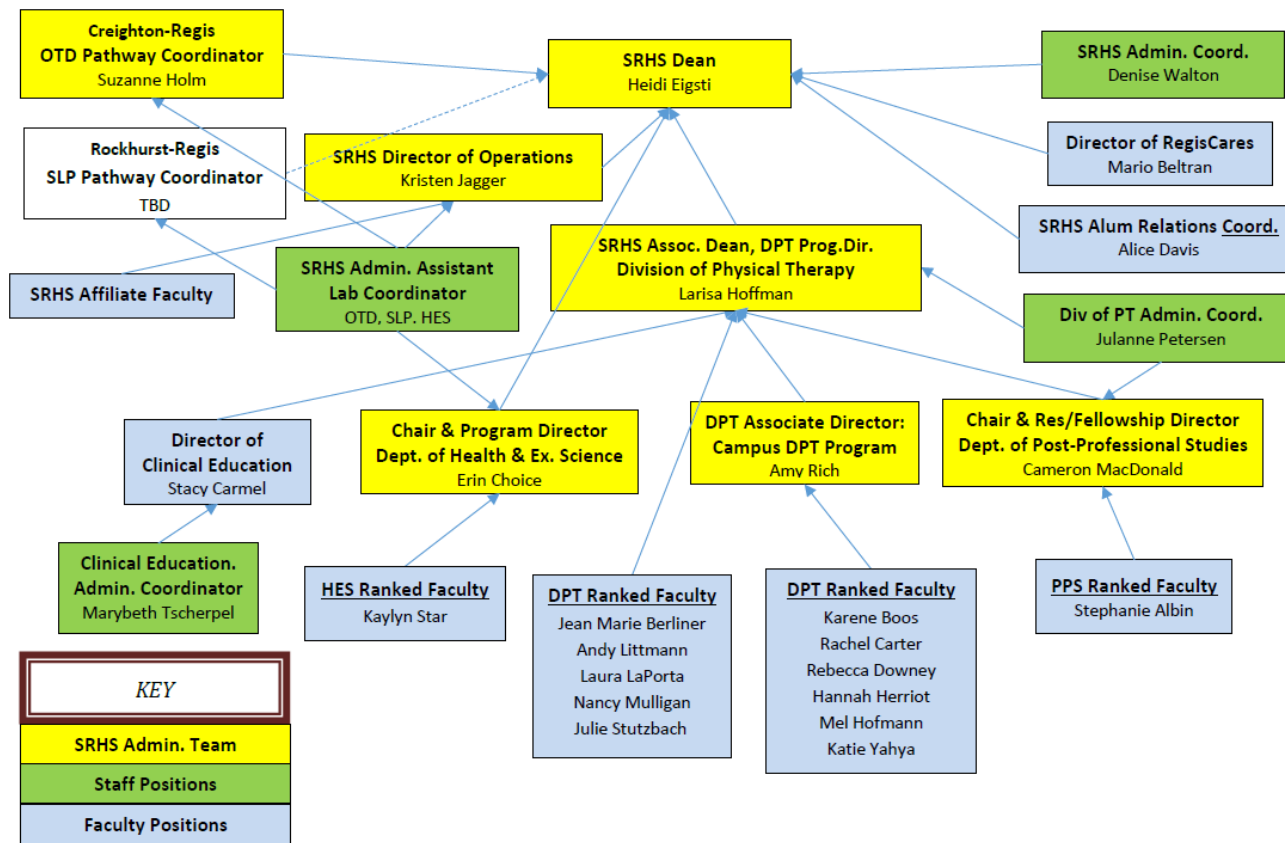
organizations and in a variety of settings. A broad base of knowledge derived from liberal education studies is integrated into each program as a foundation for personal growth, professional education, and practice. A stimulating academic environment focuses on the discovery, scholarship, and practice to address societal needs in health care.

SECTION 3

School of Rehabilitative & Health Sciences Organizational Structure Position Descriptions

SECTION 3: School of Rehabilitative & Health Sciences Organizational Chart

Rueckert-Hartman College for Health Professions
School of Rehabilitative and Health Sciences
August 2025



SECTION 3: School of Rehabilitative & Health Sciences Leadership

Leadership of the School of Rehabilitative & Health Sciences includes the School Dean, the Associate Dean, the Associate Director of the DPT Program, the DPT Director of Clinical Education, the Chair of the Department of Health and Exercise Science, the Chair of Post-Professional Studies, the Director of School Operations, the Director of Clinical Services, the Coordinator of Alumni Relations, and the OTD and ROPT Program 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 of Rehabilitative & Health Sciences Dean

The Dean of the School of Rehabilitative & Health Sciences is a full-time faculty member who is responsible for leadership and vision that contributes to the advancement of the School of Rehabilitative & Health Sciences, 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 Rehabilitative & Health Sciences 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 Rehabilitative & Health Sciences.
- Uphold the mission, vision, values of Regis University, RHCHP and the School of Rehabilitative & Health Sciences.
- Provide leadership and vision in School of Rehabilitative & Health Sciences programs and activities including teaching, scholarship, and community/professional service and clinical practice.
- Facilitate a climate of collegiality within the School.
- Recruit and retain qualified, competent, and mission-centric faculty and staff.
- Guides strategic planning for the School of Rehabilitative & Health Sciences.
- 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 Rehabilitative & Health Sciences 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 Professions.
- Serve as the fiscal administrator of the School

- Collaborate with the Associate Dean, Chairs, and other Directors/Coordinators 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 Rehabilitative & Health Sciences 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 faculty and budgetary oversight to support and promote the personal and program success of chairs, 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 Rehabilitative & Health Sciences 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.

Associate Dean, Division of Physical Therapy

The Associate 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 Rehabilitative & Health Sciences (SRHS), the Associate Dean is an integral part of the School leadership team, working collaboratively with the Dean and Directors. The Associate Dean is a faculty member and employee of the University who has been appointed to one of two academic ranks: Associate Professor, or Professor. This person fulfills the duties and responsibilities of a faculty member, meets or exceeds the criteria for the applicable academic rank as detailed in the [Anderson College and RHCHP Faculty Handbook](#); provides leadership of the Division of Physical Therapy within the SRHS including oversight of the design, implementation, and evaluation of the DPT curriculum, faculty supervision, faculty evaluation and development, and division staff supervision; oversees accreditation of all Division programs; has teaching duties and other duties (advising, practice, service) as established in the faculty member's workload form and contract; participates in School, College, and University committees as assigned; adheres to policies and procedures of the University, College, and School; maintains professional competence and licensure requirements; establishes and maintains positive working relationships with other faculty members and staff of the University; and maintains professional behavior and positive relationships in the internal and external communities associated with Regis University.

Major Duties and Responsibilities:

- Uphold the mission, vision and values of Regis University, RHCHP and the SRHS.
- Coordinate the ongoing SRHS assessment plan.
- Provide leadership in all Division program activities including teaching, scholarship and service.
- Provide strategic direction for the Division programs and monitors progress towards achievement of strategic goals.
- Direct the DPT accreditation process and review the accreditation reports for the Residency and Fellowship programs.
- Oversee the assessment and revisions of the curriculum in all programs in the Division to ensure they meet the current and future needs of the discipline/profession and respective accreditation guidelines.
- Promote an interprofessional curriculum with other academic programs within the Rueckert-Hartman College for Health Professions.

- Oversee the development and ongoing review and revision of Division and School policies and procedures, support College priorities and adhere to University policies.
- Collaborate with the SRHS Dean, the DPT Associate Director, Department Chairs, and Directors/ Coordinators to ensure that the university bulletin, student handbooks, SRHS manuals, and web sites are updated on a routine basis.
- Represent the Division and the SRHS to internal and external stakeholders including college, university and community as well as professional meetings.
- In coordination with SRHS Director of Operations and Coordinator of Alumni Relations, SRHS Budget and Operations Administrative Coordinator, Division of Physical Therapy Associate Director, and Department Chairs, oversee affiliate faculty hiring, scheduling, and compensation.
- Oversight of assigned committees.
- Mentor ranked faculty and promote their development.
- Supervise and annually evaluate Division staff.
- Serve as the primary budget manager for the Division of Physical Therapy in the SRHS.
- Participate in SRHS budget planning with SRHS Dean and SRHS Chairs.
- Advise students as appropriate.
- Promote a safe, inclusive, excellent, and respectful environment for faculty, staff, and students
- Serve as SRHS authority in student-related advisement, progression and disciplinary issues in consultation with Regis University Office of General Counsel as needed.
- Oversee the admissions process for the DPT Program.
- Oversee student orientations within the Division.
- Oversee WICHE academic progress reports through Professional Student Exchange Program.
- Oversee DPT Program course schedules and course offerings per university academic program deadlines.
- Oversee student course registration, grade and registration changes, graduation application, degree audits and degree conferrals for all Programs in the Division.
- In collaboration with SRHS Director of Operations and Coordinator of Alumni Relations, Office of Alumni Engagement, and Office of Marketing and Communication, plan outreach and marketing strategies for the Division.
- In collaboration with the SRHS Director of Operations, ensure programs have necessary resources for daily operations.
- Communicate with University Offices regarding the adequacy of student services and operational support.
- Oversee DPT Clinical Education program in collaboration with DPT Director of Clinical Education.
- Teach as assigned, serve as a faculty resource, maintain an active scholarship agenda, and service orientation.
- Perform other duties as requested by the SRHS or RHCHP Dean.

Associate Director, DPT Program

The Associate Director is an employee of the University who has been appointed to one of two academic ranks: Associate Professor, or Professor. The person in this role fulfills the duties and responsibilities of a faculty member; meets or exceeds the criteria for the applicable academic rank as detailed in the [Anderson College and RHCHP Faculty Handbook](#) I; in collaboration with the Associate Dean, provides leadership of the Campus DPT Program within the Division of Physical Therapy including oversight of the design, implementation, and evaluation of the DPT curriculum, faculty supervision, faculty evaluation and development, accreditation activities, and affiliate faculty hiring and supervision; has teaching duties and other duties (advising, practice, service) as established in the faculty member's workload form and contract; participates in School, College, and University committees as assigned; adheres to policies and procedures of the University, College, and School; maintains professional competence and licensure requirements; establishes and maintains positive working relationships with other faculty members and staff of the

University; and maintains professional behavior and positive relationships in the internal and external communities associated with Regis University.

Major Duties and Responsibilities:

- Uphold the mission, vision and values of Regis University, RHCHP and the School of Rehabilitative & Health Sciences in all actions of this role.
- Participate in the ongoing comprehensive School assessment plan to assess academic and operations to support quality improvement, system design and monitoring.
- Provide leadership in all Division activities including teaching, scholarship and service.
- Provide strategic direction for the Division programs within the School of Rehabilitative & Health Sciences and ensure goals are accomplished.
- Provide 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.
- Accept the responsibility to oversee the assessment and revisions of the DPT curriculum to meet the current and future needs of the discipline/profession.
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- Organize and oversee the annual orientation activities in collaboration with the Associate Director 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 Chair of Student Affairs Committee
- Collaborate with SRHS 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 SRHS 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 Professions.
- Contribute to 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 SRHS 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 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, and provide service.
- Support the mission of the University, College School, 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.
- Coordinate and participate in site visits for new and current clinical sites.
- Promote a culture of inclusion and excellence and model the SRHS Workplace Commitment.
- Perform other duties as requested by the Dean.
- Teach as assigned

Chair, Department of Health & Exercise Science

The Chair of the Department of Health & Exercise Science (HES) is an employee of the University who has been appointed to one of three academic ranks: Assistant Professor, Associate Professor, or Professor. The person in this role fulfills the duties and responsibilities of a faculty member; meets or exceeds the criteria for the applicable academic rank as detailed in the [Anderson College and RHCHP Faculty Handbook](#); provides leadership of the Department of Health and Exercise Science (HES) within the SRHS including oversight of the design, implementation, and evaluation of the HES curriculum, faculty supervision, faculty evaluation and development, accreditation, and Department staff supervision; has teaching duties and other duties (advising, practice, service) as established in the faculty member's workload form and contract; participates in School, College, and University committees as assigned; adheres to policies and procedures of the University, College, and School; maintains appropriate specialty certification, professional competence, and/or licensure requirements; establishes and maintains positive working relationships with other faculty members and staff of the University; and maintains professional behavior and positive relationships in the internal and external communities associated with Regis University.

Position Responsibilities

- Uphold the mission, vision and values of Regis University, Rueckert-Hartman College of Health Professions, the School of Rehabilitative & Health Sciences, and the HES Department in all actions of this role.
- Coordinate the ongoing comprehensive HES assessment plan to assess academic requirements and operations to support student success, curricular effectiveness, and quality improvement.
- Provide leadership in all HES Department activities including teaching, scholarship and service.
- Provide strategic direction for the HES Department within the School of Rehabilitative & Health Sciences and monitors progress to achievement of strategic goals.
- Oversee Committee on Accreditation for the Exercise Sciences (CoAES) accreditation of HES program (part of Commission on Accreditation of Allied Health Education Programs (CAAHEP)).
- Collaborate with the SRHS Director of Operations, and SRHS Administrative Coordinator in the selection, scheduling, assignment, and compensation of affiliate faculty in the Department of HES.
- Oversee the development and ongoing review and revision of program policies and procedures, support College priorities and adhere to University policies.
- Collaborate with the SRHS Dean, Associate Dean, and Department Chairs to ensure that the University Catalog, student handbooks, and websites are updated on a routine basis.
- Oversee preparation of annual reports and Academic Unit Review.
- Collaborate with HES administrative coordinator and HES faculty in developing and finalizing HES semester course schedules.
- Monitor student progression to a HES degree and communicate with students and student advisors regarding academic eligibility or professional behavior issues.
- Maintain 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.
- Oversight of assigned SRHS committees.
- Teach as assigned, serve as a faculty resource, maintain an active scholarship agenda, and participate in university service as assigned.
- Advise students as appropriate.
- Supervise and mentor HES 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.
- In collaboration with Office of Admissions, oversee admission process for HES students.
- Collaborate with service learning staff to identify service learning opportunities for HES students.
- Promote a culture of inclusion and excellence and model the SRHS Workplace Commitment.
- Perform other duties as requested by the SRHS Dean.

Chair, Department of Post-Professional Studies

The Chair of the Department of Post-Professional Studies is an employee of the University who has been appointed to one of two academic ranks: Associate Professor, or Professor. The person in this role fulfills the duties and responsibilities of a faculty member; meets or exceeds the criteria for the applicable academic rank as detailed in the [Anderson College and RHCHP Faculty Handbook](#); provides leadership of the Department of Post-Professional Studies (PPS) within the SRHS including oversight of the design, implementation, and evaluation of the residency and fellowship curriculum, faculty supervision, faculty evaluation and development, accreditation oversight, and Departmental staff supervision; has teaching duties and other duties (advising, practice, service) as established in the faculty member's workload form and contract; participates in School, College, and University committees as assigned; adheres to policies and procedures of the University, College, and School; maintains appropriate specialty certification, professional

competence, and/or licensure requirements; establishes and maintains positive working relationships with other faculty members and staff of the University; and maintains professional behavior and positive relationships in the internal and external communities associated with Regis University.

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
- Direct the American Board of Physical Therapy Residency and Fellowship Education (APTRFE) and Accreditation Council on Orthopaedic Manual Physical Therapy Education (ACOMPTE) accreditation processes for residency and fellowship education
- Oversee the ongoing review and revision of Residency in Orthopaedic Physical Therapy (ROPT) and Fellowship in Orthopaedic Manual Physical Therapy (FOMPT) 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, ROPT and FOMPT handbooks, and web sites are updated on a routine basis
- Collaborate with the SRHS Director of Operations and Alumni Relations in the selection, scheduling, assignment, and compensation of affiliate faculty in the Department of PPS
- Advise residents and fellows-in training
- Participate in School budget planning regarding ROPT and FOMPT budgets
- Oversight of assigned SRHS committees
- Promote a safe and respectful academic environment for faculty, staff, residents, and fellows-in-training
- Serve as authority in resident or fellows-in-training student issues
- Oversee and coordinate the admissions process for ROPT and FOMPT
- Coordinate assessment process for ROPT and FOMPT
- Provide strategic direction for the ROPT and FOMPT programs and monitors achievement of strategic goals
- Teach as assigned, serve as a faculty resource, maintain an active scholarship agenda, and participate in university service as assigned
- Supervise and mentor assigned ranked faculty within the Department
- Mentor affiliate faculty teaching in the ROPT and FOMPT programs and promote their development
- Supervise and annually evaluate Department of PPS staff
- Serve as authority in fellows-in-training related issues.
- 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) Coordinator

The ROPT Coordinator is a full-time, ranked faculty member who is 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 Rehabilitative & Health Sciences in all actions of this role.
- Coordinate residency program assessment.
- Provide leadership in SRHS 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 websites 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 SRHS Workplace Commitment.
- Provide support to the Program Director in execution of responsibilities
- Perform other duties as requested by the Dean.

Director of School Operations

The Director of School Operations is an employee of the University who has been appointed to one of three academic ranks: Assistant Professor, Associate Professor, or Professor. The person in this role fulfills the duties and responsibilities of a faculty member; meets or exceeds the criteria for the applicable academic rank as detailed in the [Anderson College and RHCHP Faculty Handbook](#); provides leadership of school operations; has teaching duties and other duties (advising, practice, service) as established in the faculty member's workload form and contract; participates in School, College, and University committees as assigned; adheres to policies and procedures of the University, College, and School; maintains relevant professional competence and/or licensure requirements; establishes and maintains positive working relationships with other faculty members and staff of the University; and maintains professional behavior and positive relationships in the internal and external communities associated with Regis University.

Position Responsibilities

- Uphold the mission, vision and values of Regis University, RHCHP and the SRHS in all actions of this role.
- Support and uphold the SRHS Workplace Commitment.
- Provide leadership of school operations including oversight of affiliate faculty and facilities, equipment, and supplies.
- Supervise the SRHS Lab Coordinator/ Administrative Assistant.
- Oversee annual equipment and supplies inventory in coordination with the SRHS Lab Coordinator.
- Oversee annual equipment safety check in coordination with the SRHS Lab Coordinator.
- Immediately address urgent issues regarding facilities or equipment in concert with Physical Plant, ITS, or appropriate vendors.
- Collaborate with SRHS Department Chairs and DPT Associate Director in affiliate faculty hiring and assignments.
- Collaborate with SRHS Dean's Office Administrative Coordinator to oversee the payment and class scheduling of affiliate faculty.
- Oversee the SRHS Affiliate Manual, including all affiliate faculty policies and procedures.
- Meet at least biennially with SRHS Affiliate Faculty Council.
- Arrange for two affiliate faculty meetings each year, one in the fall semester and one in the spring semester.
- Work with Regis University Administrative Services on credentialing of new ranked and affiliate faculty and maintaining CAPTE and HLC faculty credential document requirements.
- Serve as the SRHS liaison to the Information Technology Services and Physical Plant.
- Supervise and annually evaluate assigned SRHS staff.

- Participate in SRHS budget planning with SRHS leadership team.
- Develop, implement, review periodically, and oversee emergency response plans to ensure the safety and well-being of students, faculty, and staff.
- Teach as assigned, maintain an active scholarship agenda, and fulfill other service obligations.
- Perform other duties as requested by the Dean.

Director of Clinical Services

The Director of Clinical Services is an employee of the University who has been appointed to one of three academic ranks: Assistant Professor, Associate Professor, or Professor. The person in this role fulfills the duties and responsibilities of a faculty member; meets or exceeds the criteria for the applicable academic rank as detailed in the [Anderson College and RHCHP Faculty Handbook](#); provides leadership of the SRHS clinical services; has teaching duties and other duties (advising, practice, service) as established in the faculty member's workload form and contract; participates in School, College, and University committees as assigned; adheres to policies and procedures of the University, College, and School; maintains specialty certification, professional competence, and licensure requirements; establishes and maintains positive working relationships with other faculty members and staff of the University; and maintains professional behavior and positive relationships in the internal and external communities associated with Regis University.

Position Responsibilities

- Uphold the mission, vision and values of Regis University, RHCHP and the SRHS in all actions of this role.
- Support and uphold the SRHS Workplace Commitment.
- Supervise and coordinate the activities of the physical therapists, occupational therapists, personal trainers, and support staff working in RegisCares clinic.
- Ensure the delivery of high-quality patient care through effective clinical management.
- Develop, implement, and maintain a clinic manual that includes operational and clinical policies and procedures.
- Oversee day-to-day operations of the clinic, including scheduling, billing, cleaning, and upkeep.
- Develop and monitor inventory of clinic supplies and equipment.
- Ensure sufficient supplies stock and initiate equipment repair or replacement as necessary.
- Monitor clinic performance metrics and implement improvements as needed.
- Supervise and annually evaluate administrative staff person.
- Identify ongoing professional development opportunities for administrative staff.
- Provide input to faculty supervisors regarding performance of faculty clinicians in clinical setting
- Foster a positive and collaborative work environment.
- Interact with clinic patients to ensure satisfaction and address any patient concerns/issues.
- Implement quality improvement strategies to enhance patient experience and loyalty.
- Develop and manage clinic budget.
- Monitor financial performance and implement cost-effective measures.
- Develop and implement marketing strategies to attract new patients and clients and maintain a strong patient/client base (including Regis website) including relationships with physician practices and other referral sources.
- Evaluate expansion of clinical services based on needs assessment and financial forecasting
- Provide clinical services at least 4 hrs/week.
- Teach as assigned, maintain an active scholarship agenda, and fulfill other service obligations.
- Perform other duties as requested by the Dean.

SRHS Coordinator of Alumni Relations

The SRHS Coordinator of Alumni Relations is an employee of the University who has been appointed to one of three academic ranks: Assistant Professor, Associate Professor, or Professor. The person in this role fulfills the duties and responsibilities of a faculty member; meets or exceeds the criteria for the applicable academic rank as detailed in [Anderson College and RHCHP Faculty Handbook](#); provides leadership of alumni relations; has teaching duties and other duties (advising, practice, service) as established in the faculty member's workload form and contract; participates in School, College, and University committees as assigned; adheres to policies and procedures of the University, College, and School; maintains specialty certification, professional competence, and licensure requirements; establishes and maintains positive working relationships with other faculty members and staff of the University; and maintains professional behavior and positive relationships in the internal and external communities associated with Regis University.

Position Responsibilities

- Uphold the mission, vision and values of Regis University, RHCHP and the SRHS in all actions of this role.
- Support and uphold the SRHS Workplace Commitment
- In concert with the Office of Alumni Engagement and the SRHS Dean, lead efforts to engage alumni in support of the school, college, and university
- Coordinate alumni gatherings to include, at minimum, Blue & Gold Weekend and APTA national meetings
- Work with the Office of Alumni Engagement in maintaining an up-to-date alumni contact list
- Oversee the development and dissemination of a minimum of two SRHS electronic newsletters per year
- Teach as assigned, maintain an active scholarship agenda, and fulfill other service obligations
- 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 Rehabilitative & Health Sciences 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 SRHS Workplace Commitment.
- Perform other duties as requested by the Dean.

SECTION 3: Administrative Staff of School of Rehabilitative & Health Sciences

Administrative Coordinators

School of Rehabilitative & Health Sciences Administrative Coordinator

The School of Rehabilitative & Health Sciences 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's 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 Rehabilitative & Health Sciences. 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 Exxat.

Administrative Coordinator – Division of Physical Therapy

This Administrative Coordinator (DPT Program) provides support to the Division of Physical Therapy Associate Dean and the Associate Director of the Doctor of Physical Therapy Program while serving as a staff team member to support the overall functions of the School of Rehabilitative and Health Sciences. 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 their programs. 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 and post-professional students for program progression, completes forms required for DPT graduates' state licensure, 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

Administrative Assistant – Lab Coordinator

Reporting to the Director of Operations for the School of Rehabilitative and Health Sciences (SRHS), the Administrative Assistant/Lab Coordinator oversees SRHS laboratories and equipment and has primary responsibilities related to administrative support of the Regis pathway of the Creighton OTD program, the Regis pathway of the Rockhurst SLP program, and the Department of Health and Exercise Science. The position also provides overall support to the SRHS including supplies and equipment inventory and ordering, assisting with special events, and oversight of catering needs. This role provides essential administrative support to faculty, staff, and students, helping advance the University's mission of delivering a transformative educational experience.

SECTION 4

School of Rehabilitative & Health Sciences

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 leadership team member (School Dean, Associate Dean, Associate Director, or Department Chair). 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 academic 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 teaching in classroom and/or laboratory, facilitating tutorials, leading case/journal club discussion, serving as simulated patient or evaluator for practical exams/skill checks, and grading of course assignments.

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 [Anderson College and RHCHP Faculty Handbook](#).

School of Rehabilitative & Health Sciences 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.
- Notify faculty candidates of their status during and following the search process. The search committee chair is responsible for notifying candidates that were brought to campus for an interview but not selected of the decision of the search committee.

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 Community for Belonging and Equity; 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 (minimum of 2) 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 School Dean in consultation with School Leadership 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 SRHS and the program(s) in which they will be teaching. The specific content of the orientation is different for ranked and affiliate faculty, reflecting the different responsibilities of faculty types. All new core faculty are required to attend the mandatory University orientation, Mission and Ministry retreat, and must complete other training including, but not limited to, OSHA, HIPAA, FERPA, and CITI. 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 orientation checklist.

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 regularly participate in overall curriculum evaluation and revision according to changes and trends in the field of physical therapy, health care, and education.

The faculty participate 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 professional body of knowledge. 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 University, College, School/Program operations and 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 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 SRHS leadership including the Dean, Associate Dean, Associate Director of DPT Program, Director of Operations, Director of Clinical Education and Chairs of the Department of the Health and Exercise Science and Department of Post-Professional Studies.

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

Faculty attendance is expected at University Commencement, All-School Meetings (ASMs), SRHS All-day meetings (RLMs), and Provost Faculty Workshop (August). Additionally, DPT faculty are expected to attend the DPT Blessing of the Hands, DPT Research Symposium, and the Division of PT Awards Ceremony.

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 decisions of teaching assignments are made by SRHS 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 are 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 program and 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 SRHS Administrative Coordinator and identify adequacy of course teaching hours (lab and classroom), test and ISL dates.
- 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 PT course session, lab, ISL and exam schedule changes to either the Associate Dean of the Division of Physical Therapy or the DPT Associate Director.

- 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, lecturers, tutorial facilitators, journal club leaders and communicate those needs to SRHS Director of Operations and designated person within each program.
- Design learning assessments including, but not limited to, quizzes, exams, skills checks, lab practicals, papers, and projects, and oversight of all course grading.
- Establish WorldClass (Learning Management System) course site and upload, at minimum, course schedule and course syllabus. Faculty must keep a gradebook on WorldClass so students can track their progress and a back-up of grades on the faculty member's 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 designated leader within each program.
- 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 (Teaching and Learning Excellence) and Instructional Design and Technology (IDT).

Course Examination Preparation

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 and examination weighting in course grading.
2. 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 consult with faculty involved before signing an exam change request form.. The Program Director will approve or deny an alternate test time. When approved, the test will be scheduled at the faculty member's convenience.
3. 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.
4. 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. Exceptions to this policy must be approved by the course coordinator and program director.

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 as long as it is consistent within the program grading guidelines. 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 IF 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 Associate Dean of the Division of Physical Therapy.
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 course evaluation system. Course and faculty evaluation data are integral to faculty development and to course and curricular development. The SRHS 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 SRHS 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 Independent Skills Lab (ISL) scheduled for each DPT cohort. ISLs can be scheduled Monday through Friday, with each class assigned specific dates to avoid scheduling conflicts. In select courses, two hours of ISL per course credit hour are required for students. No new course material will be presented during ISL. 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 2025 schedules are developed, reviewed, and finalized by the end of Fall 2024, in accordance with Regis University policy. **Once the schedules are finalized, changes will only be made in extenuating circumstances, and faculty will have to request the scheduled change via email with the respective Program Director.** The request will be reviewed by the respective Program Director, and Administrative Coordinator for approval or denial of the request. The SRHS Dean will only become involved in the process if the requested change was previously denied by the Program Director and Administrative Coordinator and the faculty seeks further consideration of the request. 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. Request for classroom change must be made via email and will be reviewed by the Administrative Coordinator, respective Program Director, and SRHS 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 (exceptions may be made for students with an extended learning plan approved by the Associate Dean). 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 requests 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, a Student Success Plan will be developed to identify the steps to be completed before beginning the clinical experience. The Success Plan will be written and approved by the academic advisor, the clinical education advisor, Director of Clinical Education and the

Associate Dean. 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 SRHS SharePoint site.

Course Book Lists and Orders

Book Lists

1. A DPT curriculum booklist will be updated annually by the DPT Administrative Coordinator (AC).
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 coordinator will post the current booklist on the SRHS 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 AC will check that all courses and sections are included in the order forms. If a course is missing, the AC will obtain the missing order forms from the bookstore.
3. The AC inserts the names of the course coordinator on each course form.
4. The AC 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 AC 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 AC 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 AC scans a copy of the completed forms and sends the forms to the bookstore.

Faculty Advisor Roles

Academic Advising

Entry-Level DPT Program

Prior to the annual matriculation of a new cohort of entry-level DPT students, the Associate Dean assigns students to individual faculty for academic advising for the duration of the program. It is the responsibility of the faculty advisor to:

1. 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 necessary.
2. 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 Associate Dean for the Division of Physical Therapy.
3. Serve as student advocate as appropriate.

4. Document advisee meetings in the student electronic file in a timely manner.

HES Department

Entering freshman students interested in Health and Wellness related fields are assigned to a first year experience advisor through Regis College. Their advising responsibilities 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. The advisor may also empower the student to complete this form on their own.

Pre-Health students that declare Health and Exercise Science as a major (upon completion of 60 credits) are assigned a faculty advisor from the School of Rehabilitative & Health Sciences faculty who teach in the HES program. The assignment and number of advisees is determined by discussions between the Dean of SRHS and the Chair of the Department of HES. Mentor responsibilities are as follows:

1. Familiarize themselves with student progression forwarded by previous advisor.
2. Meet with assigned students each semester to assure progression through program consistent with degree plan.
3. Advise students regarding career goals choosing electives and internship site options to support career goals and degree plan.
4. Advocate for advisees during junior and senior year specific to successful preparation for career goals.
5. Ensure students are meeting all degree requirements.

Department of Post-Professional Studies Advising

The Chair of the Department of Post-Professional Studies assign advisors to new residents or fellows-in-training. 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 Coordinator. The final review of the degree plan is conducted prior to the student completing 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 for residents and as needed for Fellows-in-Training (FiTs). 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 One Drive, grading results, mentorship progression for 1-1 clinical hours or other topics as recommended by the fellowship/residency director/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 on the SRHS SharePoint site 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 their scholarly agenda and share with their faculty supervisor. These activities should systematically advance the teaching, science, or 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 [Anderson College and RHCHP Faculty 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. Faculty who choose to participate in professional service do not receive workload allocation for this work. See [Anderson College and RHCHP Faculty 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 SRHS 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 RegisCARES 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 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](#) (SRHS 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 SRHS 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 an ongoing dialogue between faculty members and supervisors that supports continued faculty growth within the framework of School, College and University goals. Faculty members design a professional development plan that includes measurable goals in specified areas. 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 measurable goals, review progress towards goals and identify resources that are needed to achieve these goals. The process is also 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. Faculty supervisors 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. The conversation in that annual meeting should include, at minimum, discussion of the following questions:

- What was the overall “gestalt” of the year? Joys? Successes? Challenges?
- How did you do on the goals you set last year?
- What are your goals in teaching, service, scholarship, or clinical practice for next year? What are the bigger time frame (3-5 year) goals?
- What is your promotion timeline? How are you progressing on that timeline?
- How is your workload fitting? Are there changes in your workload that you wish to discuss?

Faculty should review student evaluations of teaching, peer evaluations of teaching, scholarship productivity, and service activities in preparation for this annual meeting. 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.

Faculty members and supervisors are encouraged to have formative meetings throughout the year to

discuss progress to annual goals and discussion of any issues or concerns.

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 responsible for expanding their knowledge and skills applicable to their teaching, scholarship, or service assignments through attendance at continuing education events. Faculty members should identify targeted areas of development in their annual faculty development process and collaborate with their supervisor in identifying continuing education offerings that match those developmental needs. SRHS faculty who are licensed health professionals must meet the ongoing Colorado professional requirements as stipulated by the Colorado Department of Regulatory Agencies (DORA).
2. Each full-time ranked faculty member has a projected annual dollar allotment in the SRHS operating fund for continuing education/continuing competency. This dollar allotment may vary each year and is communicated to ranked faculty by the SRHS Dean. These funds cannot be used for professional association dues, licensure renewals, or purchase of books or equipment. While it is anticipated that these funds will be available to each faculty member each year for continuing education, the SRHS Dean, RHCHP Dean, or RU Provost have the right to deny all or a portion of the funds based on program, college, or university financial circumstances. Continuing education monies allotted by a grant cannot be denied by the SRHS Dean or RHCHP Dean in cases other than termination.
3. 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 SRHS Dean.
4. Faculty members who are presenting research at a conference and do not have sufficient faculty development funds to cover the conference registration, travel, and housing, may apply to for a RegisCares Faculty Research Presentation Grant for up to \$1500. The RegisCares clinical practice will fund up to \$3000/year. The application process for this grant is available on the SRHS SharePoint site. The SRHS Executive Committee will review the grant application and will make a final decision.
5. Faculty must adhere to the Travel Policies and Procedures established by Regis University. All travel and housing requests must be preapproved through Chrome River by the SRHS Dean. Any travel and housing not preapproved will be the responsibility of the faculty member.
6. Requests for reimbursement for lodging and food expense must be submitted through the Chrome River application within 2 weeks of the travel.
7. Faculty members are responsible for arranging coverage for teaching, service, or clinical responsibilities while attending continuing education events.

All-School Meetings

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

Presiding Officer: The SRHS Dean shall appoint a faculty member each semester to conduct and preside at All School Meetings. In the case of absence of that person, the Associate Dean shall preside or a faculty designate.

Agenda: The agenda for the meeting shall be prepared by the Presiding Officer in consultation with the School Dean and Associate Dean. 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. Personal faculty or staff reflection
3. Approval of minutes of previous meeting
4. Standing Agenda items
 - a. Dean's Updates
 - b. Faculty-Staff Announcements
 - c. Department of HES Updates
 - d. Department of Post Professional Updates
 - e. OTD Updates
 - f. Director of Operations Updates
 - g. DPT Updates
 - h. DPT Director of Clinical Education Updates
 - i. DPT Student Issues
5. New Business
6. 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 any 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.

SRHS Sharepoint Site

The School of Rehabilitative & Health Sciences Sharepoint site is a repository of information for SRHS faculty and staff. Information available on this site includes, but is not limited to

- SRHS monthly and annual reports
- RLM minutes
- SRHS Advisory Board meeting presentations and minutes
- SRHS Committee membership and charges as well as committee minutes
- SRHS Faculty Handbook and Organizational Chart
- SRHS Student Handbooks
- Strategic Planning documents
- SRHS All-School meeting agendas and minutes
- SRHS Approved Forms
- SRHS Position Descriptions

- SRHS Approved Logos

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. If a faculty member is not able to complete job duties on a given day secondary to illness, sick time should be recorded.

Faculty Time Off/Vacation/Attendance Policy

Professional and personal “time off” is an essential component of academic life, necessary to maintain physical, mental, and spiritual health. Time off is consistent with Jesuit philosophy of the need to take care of the whole person (*cura personalis*). 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 when necessary for in-person teaching, student advising/mentoring, service obligations, in-person meetings, research activities, and necessary in-person collaborative activities involving faculty and staff.
- Faculty members are expected to have a minimum of four posted office hours weekly at times when students are not in class. Office hours should be posted on office doors and in the course syllabus. Per the [Anderson College and RHCHP Faculty Handbook](#), *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 from the Associate Dean.
- Working remotely from home or other locations is acceptable for ranked faculty; **all faculty should have a presence on campus a minimum of 3 days/week. One of the 3 days on campus should be on Wednesdays for scheduled meetings including committee meetings, All School Meetings, and any other meetings.** Attending in-person meetings online should only be used in circumstances such as personal or family member illness or medical appointment, weather conditions limiting travel, or other unexpected circumstances. Being present on campus is important for availability to students and to peer faculty and staff, and for an ongoing sense of SRHS community.

Vacation/Personal Leave

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

- Time off is strongly encouraged during student breaks including August break (first two weeks of August), Winter holiday break (and Gift of Time), Spring break, and pre-summer session break (early May). Faculty should complete a vacation request if they are planning on not working during student breaks. Vacation requests do **NOT** include University holidays.
- Faculty are expected to attend all day faculty meetings (RLMs) during the week immediately before the start of the fall, spring, and summer semesters.
- If at all possible, personal leave (medical appointments, personal time off) should not be scheduled on days that require faculty participation in teaching or meetings, e.g. All School Meeting, assigned committee meetings, RLMs.

Sick Leave

- If a faculty member is unable to work because of illness, the faculty member should notify their supervisor as soon as possible and the School Administrative Coordinator. Electronic notification is acceptable.
- If a faculty member is not able to complete job duties on a given day secondary to illness, sick time should be recorded.
- 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 members who have a serious health condition that renders them unable to perform the functions of their job must consult with Human Resources and 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 vacation days by notifying their supervisor and completing the vacation request in Workday.

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. Before scheduling a vacation during a semester, the faculty member must discuss with their supervisor the plan for coverage of assigned responsibilities during the faculty member's absence. Other considerations of vacation time during a semester:

- Priority must be given to maintain appropriate ratios in classroom and labs and the student experience.
- Given the affiliate budget situation, ranked faculty are not permitted to schedule affiliate faculty to fill in for them during vacation days. Coverage for vacation time should be limited to other ranked faculty as their schedule permits.
- If ranked coverage is not available, there must be approval of supervisor and SRHS Dean before committing to affiliate coverage.
- If faculty plan to take vacation day(s) during a semester and have no job duty conflicts with any of the above responsibilities, they must discuss with their supervisor 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 (non-students) are used for educational or research purposes, the following procedures should be utilized.

- Complete the appropriate School of Rehabilitative and Health Sciences [Photograph & Video Release Form](#). A student requesting this information 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 decline to participate in any specific activity and/or may discontinue their participation at any time.

- The School of Rehabilitative and Health Sciences Release and Waiver form will be kept on file by the course coordinator for a period of seven years.

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

When individuals (non-students) 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 Rehabilitative and Health Sciences [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 ensure 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 Rehabilitative and Health Sciences Participation Consent Form will be kept by the course coordinator or faculty member for seven years.

Reporting of Student Policy Violations

If a faculty member, a student, or a lab participant/volunteer has witnessed an incident or have information regarding a possible violation of our community values, this form should be completed. This reporting form is only for student cases. If a faculty member needs to report an incident that does not involve a student or a violation of the Student Code of Conduct, please contact Campus Safety at 303.458.4122 or submit a report [Campus Safety Report](#). The following incident types should be reported:

1. Bias Incident: this report type should be used to report any instance where a person is believed to be a victim of bias language/behavior or have experienced behavior directed at them based on a protected class and is not consistent with our expectations.
[Bias Incident Report Form](#)
2. EO/TitleIX Coord: this report type should be used for incidents involving stalking, dating violence, domestic violence, and unwanted sexual contact (including sexual assault) to report directly to the EO & Title IX Coordinator.
[EO/Title IX \(Sexual Misconduct\) Reporting Form](#)
3. Student of Concern (SOC): this report type should be used for non-emergent concerns, and general behavior concerns that may not violate University policies but may require follow up action from University staff.
[Student of Concern \(non emergency\) Reporting Form](#)

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.
4. [Notify School Administrator](#)

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.
7. Notify School Administrator

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 Community for Belonging and Equity. 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 Rehabilitative and Health Sciences
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 SRHS Equipment

Regis University School of Rehabilitative and Health Sciences 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 SRHS Director of Operations is responsible for scheduling annual preventive maintenance check of equipment and calibration. Faculty should report damaged, broken or malfunctioning equipment to the Director of Operations 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 Rehabilitative and Health Sciences 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 [Anderson College and RHCHP Faculty Handbook](#).

SECTION 5

School of Rehabilitative & Health Sciences 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.
- 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 Rehabilitative and Health Sciences. 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.

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 Rehabilitative and Health Sciences are invited for a personal interview between January and February of each year. 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, last 60CH 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, 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 number each fall, measures are taken to only offer initial admission to the number of candidates expected to deposit. 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, last 60CH grade point average, recommendation letters and completion of highly recommended courses. On average between 280-290 applicants are interviewed for admission each year and approximately 125-160 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 Rehabilitative and Health Sciences 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 Rehabilitative and Health Sciences 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

School of Rehabilitative & Health Sciences 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 lab or paper grading.

Affiliate faculty are welcome to attend the All School Meeting but do not have voting rights. Affiliate faculty who have 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 All School Meetings.

Process for Finding and Requesting Affiliate Faculty

The SRHS Director of Operations is responsible for oversight of all School affiliate faculty. Any qualified person who expresses interest in an affiliate faculty position are referred to the Director of Operations. The Director of Operations or designee maintains a record of potential qualified 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 SRHS Executive Team, 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 Director of Operations.

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 process each semester that is coordinated by the Director of Operations 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.

All affiliate faculty members are provided with a SRHS 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 SRHS course sessions to teach various components or assist ranked faculty in lab sessions, journal clubs, or tutorials. Prior to the start of the semester, the Director of Operations reviews faculty workloads and works with the course coordinators to determine their affiliate faculty needs. Once the needs are determined, the Director of Operations 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 Director of Operations works with course coordinators to make selections for each course. Additional affiliate requests are made by the Director of Operations until all openings are covered.

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 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 Ranger Portal, the Administrative Services Office notifies the Administrative Coordinator and provides pay dates for each affiliate/course. The Administrative Coordinator then notifies all the selected affiliates. The affiliates are responsible for reviewing/accepting each of their course contracts in the Ranger Portal.

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 Director of Operations and Associate Dean track 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 SRHS 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 Director of Operations, and 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 Director of Operations.

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 Director of Operations.
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 Director of Operations.
6. Finally, the Director of Operations 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 Director of Operations 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 for affiliate faculty on campus can be paid on a daily basis or through a semester-long permit which is purchased through the Regis University Office of Parking and Transportation (<https://www.regis.edu/life-at-regis/campus-life/transportation-and-parking>).

Faculty Absence

If an affiliate faculty member is ill or otherwise unable to meet their teaching obligations, the affiliate faculty member should promptly notify the course coordinator. The course coordinator will notify the Director of Operations and the Administrative Coordinator. These individuals will determine if and how pay needs to be altered.

Academic Integrity

Please see the [Regis University Academic Integrity Policy](#)

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 the appropriate program leader (Dr. Larisa Hoffman – DPT Program; Dr. Erin Choice – HES Program; Dr. Cameron MacDonald – Residency and Fellowship) with a copy to Dr. Rebecca Downey, SRHS faculty representative to the Academic Integrity Board (downe809@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

SECTION 7

School of Rehabilitative and Health Sciences Committees

SECTION 7: School of Rehabilitative and Health Sciences Committees

The School of Rehabilitative and Health Sciences utilizes committee structures to accomplish long-term and short-term planning processes and procedures. The long-term structures are “standing committees”, while the short-term structures are 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 Admissions Committee
- DPT Clinical Education Team
- DPT Curriculum Committee
- HES Curriculum Committee
- SRHS Community for Belonging, Health Equity and Social Justice Committee
- SRHS Faculty & Student Awards Committee
- SRHS Global Health Committee
- SRHS Student Affairs Committee

Specific information on committee membership and committee charges are available in the SRHS “Committee Assignments and Charges” document on the SRHS Sharepoint site.

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-six months of the assignment.

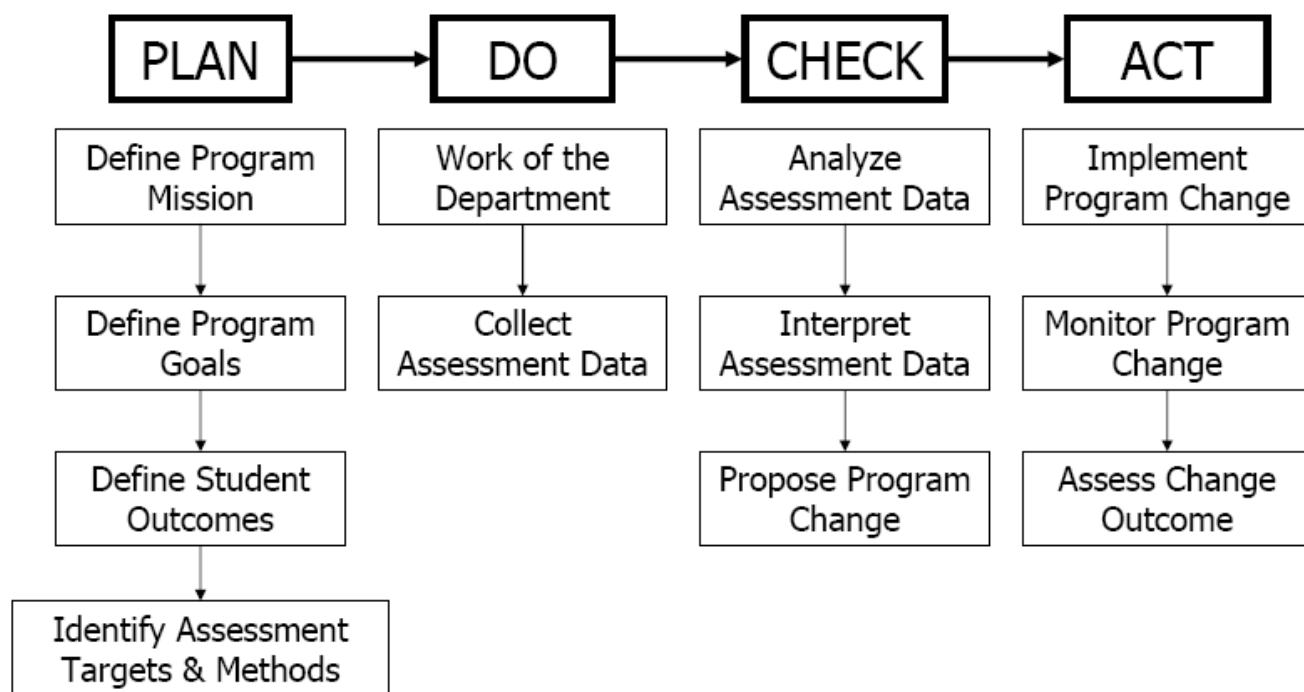
SECTION 8

School of Rehabilitative and Health Sciences Formal Program Assessment

SECTION 8: Formal Program Assessment Process

The School of Rehabilitative and Health Sciences 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 relevant groups as appropriate. The School of Rehabilitative and Health Sciences 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.