



Affiliate 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

Welcome

Welcome to the School of Physical Therapy at Regis University! The core faculty and staff members are very pleased that you have chosen to participate with us in the education of students in the undergraduate Health & Exercise Science Program, the Doctor of Physical Therapy (DPT) Program, the Residency in Orthopaedic Physical Therapy (ROPT), and the Fellowship in Orthopaedic Manual Physical Therapy (FOMPT). This handbook is intended to help you understand our school including the curriculum, faculty responsibilities, and resources to assist you in your assigned courses. Thank you for being willing to share your experience and expertise with our core faculty and students.

School of Physical Therapy Workplace Commitment

School of Physical Therapy Workplace Commitment

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

Be IN:

I commit to...

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

Be REAL:

I commit to...

- ◆ Being honest and authentic in my relationships
- ◆ Engaging in respectful dialogue and being mindful of feelings of unease
- ◆ Listening with the intent to hear, not to respond
- ◆ Encouraging and respecting the contributions of others
- ◆ Accepting and giving constructive feedback graciously
- ◆ Being accountable for my actions and meeting established due dates
- ◆ Expressing gratitude
- ◆ Supporting each other, especially when others are experiencing challenges

Be BOLD:

I commit to...

- ◆ Seeking the Magis in our work
- ◆ Being forward thinking and challenging the status quo
- ◆ Being creative and collaborative in problem-solving
- ◆ Accepting that the wisdom of the whole is greater than the individual
- ◆ Providing reflective input that focuses on the greater good

January 2020

SECTION 2

Mission
Goals
Expected Outcomes

SECTION 1: Mission, Goals and Outcomes

Regis University

Regis University Mission

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

Regis University Student Learning Outcomes (The 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

Regis University Faculty Manual

All Ranked Faculty members in the School of Physical Therapy (SOPT) are governed by the policies and procedures as specified in the Regis University Faculty Handbook. Those policies and procedures outlined in the School of Physical Therapy Faculty Handbook are intended to supplement and not replace those specified by Regis University.

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, as well as 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, environmental sustainability, and values-based practice in health care.
- Provide practice and service opportunities that are transformative.
- Develop leaders who are mindful of the social determinants of health, promoting health equity and increased access to health care, with the intention of transforming the future of health delivery systems to advance the welfare of our global community.

Rueckert-Hartman College for Health Professions Faculty Handbook

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

School of Physical Therapy

Overview

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

School of Physical Therapy Mission

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

School of Physical Therapy Vision

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

School of Physical Therapy Strategic Plan Goals

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

Goals for 2017-2021 (4 C Themes)

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

Entry-Level Doctor of Physical Therapy

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

Mission: DPT Program

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

Vision: DPT Program

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

Residency in Orthopaedic Physical Therapy

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

Mission: Residency in Orthopaedic Physical Therapy

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

Fellowship in Orthopaedic Manual Physical Therapy

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

Mission: Fellowship in Orthopedic Manual Physical Therapy Program

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

Health and Exercise Science

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

Mission: Health and Exercise Science Program

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

Vision: Health and Exercise Science Program

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

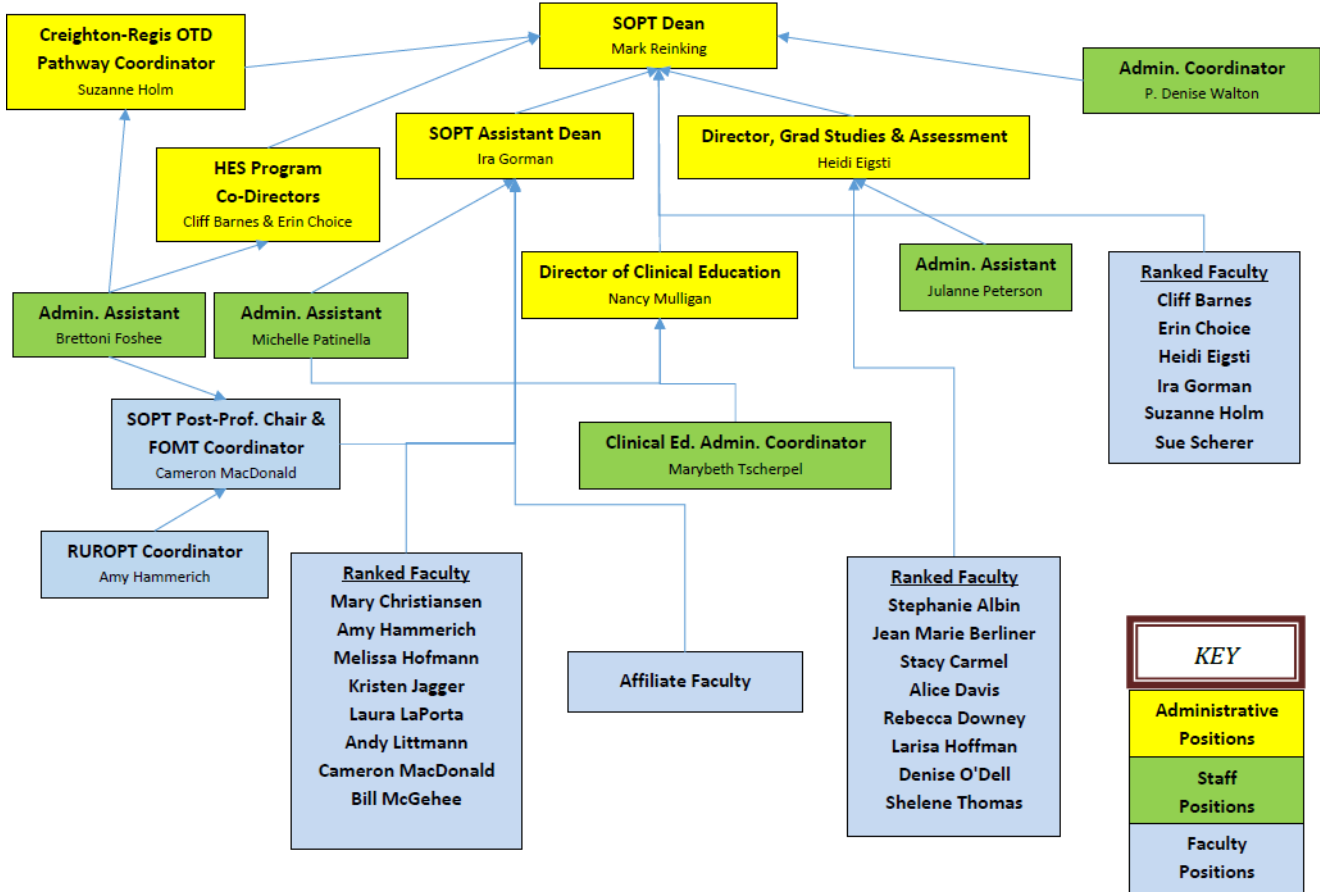
SECTION 3

School of Physical Therapy Organization

Regis University School of Physical Therapy

Organizational Structure

January 2021



SECTION 3: School of Physical Therapy Administration

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

School Dean

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

Major Duties and Responsibilities:

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

- Promote an interprofessional curriculum with other academic programs within the Rueckert-Hartman College for Health Profession.
- Serve as the fiscal administrator of the School
- Collaborate with the Assistant Dean and other Directors to ensure that the University bulletin, student handbooks, ranked and affiliate handbooks, and web sites are updated on a routine basis.
- Represent the interests of Regis University, School of Physical Therapy and Rueckert-Hartman College for Health Professions, to internal and external stakeholders
- Serve on appropriate University, College, and School committees
- Role model faculty expectations of teaching, scholarship, community/professional service and clinical practice.
- Delegate student, curricular, staff supervision and select faculty and budgetary oversight to support and promote the personal and program success of directors and coordinators.
- Supervise and evaluate administrative faculty annually.
- Supervise and annually evaluate School Administrative Coordinator.
- Oversee faculty development and evaluation efforts across the School.
- Appoint committees and task forces as appropriate to address School of Physical Therapy issues.
- Promote a safe and respectful academic environment for faculty, staff, and students.
- Serve as authority in academic and personal conflict processes.
- Accept duties as assigned by the RHCHP Dean or Provost.

Assistant School Dean

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

Major Duties and Responsibilities:

- Uphold the mission, vision and values of Regis University, RHCHP and the School of Physical Therapy in all actions of this role.
- Provide support to the Dean on School initiatives that may take the form of new program or program expansion needs assessments and development; collective faculty development efforts, strategic planning and tracking, or other special projects as assigned.
- Lead efforts to support the development and participation of an active and engaged alumni association that supports the life and future direction of the School.
- Coordinate and oversee faculty clinical practice.
- Collaborate with the Dean and other Directors to ensure that the university bulletin, student handbooks, ranked and affiliate handbooks, and web sites are updated on a routine basis.
- Oversee the affiliate faculty policies and procedures.
- In collaboration with Dean's Office Administrative Coordinator, oversee the scheduling and payment of affiliate faculty.
- Provide administrative oversight of the Fellowship in Orthopaedic Manual Therapy and the Residency in Orthopaedic Physical Therapy

- Collaborate with the Dean and Directors to ensure that the university bulletin, student handbooks, School policy and procedure manuals, and web sites are updated on a routine basis.
- Serve as liaison to the Information Technology Services unit.
- Assist the Dean and Directors with accreditation and credentialing reports and visits across all programs.
- Engage in activities that support interprofessional activities across the College and University.
- Represent the Dean's office to internal and external stakeholders and serve as the acting Dean of the School in the absence of the Dean.
- Chair the Student Affairs Committee.
- Mentor faculty and promote their development
- Supervise and annually evaluate assigned School staff
- Participate in School budget planning
- Advise students as appropriate
- Teach as assigned, serve as a faculty resource and maintain an active scholarship, clinical practice and service orientation.
- Promote a culture of inclusion and excellence
- Perform other duties as requested by the Dean

Director of Graduate Studies and Assessment

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

Major Duties and Responsibilities:

- Uphold the mission, vision and values of Regis University, RHCHP and the School of Physical Therapy in all actions of this role.
- Coordinate the ongoing comprehensive School assessment plan to assess academic and operations to support quality improvement, system design and monitoring.
- Provide leadership in all graduate program activities including teaching, scholarship and service
- Provide strategic direction for the graduate programs within the School of Physical Therapy and ensures goals are accomplished
- Provides leadership of the accreditation process for the DPT program.

- Accepts the responsibility to oversee the assessment and revisions of the DPT curriculum to meet the current and future needs of the discipline/profession and the guidelines of the Commission on Accreditation in Physical Therapy Education
- Oversee the admissions process for the Doctor of Physical Therapy program.
- Organize and oversee the annual orientation activities for the incoming DPT students.
- Monitor student progression in the DPT program, communicate with students and faculty advisors regarding academic eligibility or professional behavior issues, develop extended academic plans when necessary, and provide support and guidance in these situations.
- Serve as authority in DPT student related issues.
- Collaborate with SOPT Administrative Coordinator and DPT faculty in developing and finalizing DPT semester course schedules.
- Coordinate DPT student cohort FSBPT profiles, practice exam and NPTE registration, validate graduation and compose licensure validation letters as necessary.
- Coordinate WICHE DPT student progress reporting
- Participate in School budget planning with the Dean, Assistant Dean, and Administrative Coordinator.
- Promote the interprofessional curriculum, service learning, and global health pathway program with other academic units within the Rueckert-Hartman College for Health Profession
- Oversee the development and ongoing review and revision of School policies and procedures, support College priorities and adhere to University policies.
- Collaborate with the Dean, Assistant Dean, and other Directors to ensure that the university bulletin, 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.
- Perform other duties as requested by the Dean.

Director of Clinical Education

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

Position Responsibilities

- Teach, engage in scholarly activities, serve on College and University committees, provide service
- Support the mission of the University, College, and Program.
- Serve as the Chair of the Clinical Education Advisory Board.
- Serve as liaison with University Risk Management and Office of the General Counsel regarding clinical education legal issues.

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

Director of Health & Exercise Science Program

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

Position Responsibilities

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

Residency in Orthopaedic Physical Therapy (ROPT) Director

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

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

Position Responsibilities

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

Residency in Orthopaedic Physical Therapy (ROPT) Coordinator

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

Position Responsibilities

- Uphold the mission, vision and values of Regis University, Rueckert-Hartman College of Health Professions, and the School of Physical Therapy in all actions of this role.

- Coordinate program assessment as assigned.
- Provide leadership in program activities including teaching, scholarship and service.
- Provide strategic direction for their assigned program within the School of Physical Therapy and ensures goals are accomplished.
- Oversee the development and ongoing review and revision of program policies and procedures, support College priorities and adhere to University policies.
- Collaborate with the Dean, Assistant Dean, and other Directors to ensure that the university bulletin, resident handbooks, and web sites are updated on a routine basis.
- Teach as assigned, serve as a faculty resource, maintain an active scholarship agenda, and participate in university service as assigned.
- Advise DPT students and residents.
- Mentor ranked and affiliate faculty teaching in the program and promote their development.
- Supervise and annually evaluate program staff.
- Participate in School budget planning.
- Promote a safe and respectful academic environment for faculty, staff, and students.
- Serve as authority in program student related issues.
- Oversee admissions of residents.
- Promote a culture of inclusion and excellence.
- Perform other duties as requested by the Dean

Fellowship in Orthopaedic Manual Physical Therapy (FOMPT) Director/ Coordinator

The FOMPT Coordinator is a full-time, ranked faculty member who are responsible for the oversight and operations of the FOMPT program and supervision of assigned staff. Reporting directly to their assigned Dean's Office administrator, the Coordinators are integral part of the School leadership team, working collaboratively with the Dean, Assistant Dean, and other Directors. The Coordinator support 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, the School of Physical Therapy, and the HES program in all actions of this role.
- Coordinate program assessment as assigned.
- Provide leadership in program activities including teaching, scholarship and service.
- Provide strategic direction for their assigned program within the School of Physical Therapy and ensures goals are accomplished.
- Oversee the development and ongoing review and revision of program policies and procedures, support College priorities and adhere to University policies.
- Collaborate with the Dean, Assistant Dean, and other Directors to ensure that the university bulletin, student handbooks, and web sites are updated on a routine basis.
- Teach as assigned, serve as a faculty resource, maintain an active scholarship agenda, and participate in university service as assigned.
- Advise students as appropriate.
- Mentor ranked and affiliate faculty teaching in the program and promote their development.

- Supervise and annually evaluate program staff.
- Participate in School budget planning.
- Promote a safe and respectful academic environment for faculty, staff, and students.
- Serve as authority in program student related issues.
- Oversee admissions of program students.
- Promote a culture of inclusion and excellence.
- Perform other duties as requested by the Dean.

Creighton-Regis OTD Pathway Coordinator

Position Responsibilities

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

- Participate in welcome week activities.
- Participate in other student activities.
- Participate in program evaluation and actions related to program improvement.
- Maintain knowledge of current practices in occupational therapy.
- Work directly with the OTD Program Director at CU for academic programming.
- Promote a culture of inclusion and excellence and model the SOPT Workplace Commitment.
- Perform other duties as requested by the Dean.

SECTION 3: Administrative Staff of School of Physical Therapy

Administrative Coordinator (School)

The School of Physical Therapy Administrative Coordinator oversees the day to day management of 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 as the project manager for School accreditation annual reports and other internal and external projects as requested by Dean/Assistant Deans. The Administrative Coordinator exercises independent decision-making in job responsibilities, work function priorities and communicates/represents the School to the external community, accrediting agencies etc. on behalf of the Dean, Assistant Deans, faculty, staff and students.

Administrative Coordinator- Clinical Education

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

Administrative Assistants

Administrative Assistant – DPT Program

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

Administrative Assistant – HES/Fellowship/Residency Programs

This Administrative Assistant (HES/Fellowship Programs) provides support to the Health and Exercise Science program and the Fellowship in Orthopaedic Manual Physical Therapy (FOMPT) while serving as a staff team member to support the overall functions of the School of Physical Therapy. The position also provides overall support to the School of Physical Therapy. The position

provides staff support for assigned school committees, oversees the FOMPT clinical education contracts, support ABPTRFE accreditation, tracks all fellows-in-training for the FOMPT, support HES advising, tracks HES students for program progression, coordinates and assists with meetings and events, and provides back-up to other staff positions. Confidentiality is required in all aspects of this position.

Administrative Assistant – Lab Coordinator

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

SECTION 4

Faculty Definitions Faculty Policies and Procedures

Faculty Definitions

Ranked Faculty

Ranked faculty are appointed to and employed primarily in the university and report to a designated School Dean's Office administrator (School Dean, Assistant Dean, or Director of Graduate Studies and Assessment). The core faculty have the responsibility and authority to establish academic standards and to design, implement, evaluate, and revise the curriculum. Members of the ranked faculty typically have full-time appointments, although some part-time faculty members may be included among the ranked faculty. The ranked faculty include physical therapists and others with expertise to meet specific curricular needs of all School programs (HES, DPT, OTD, ROPT and FOMPT).

Affiliate Faculty

Affiliate faculty (also 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 present within the ranked faculty. Their responsibilities may include classroom and laboratory teaching, tutorial facilitator, case/journal club discussion leaders, practical exam/skill check participant or evaluator or grading.

Clinical Education Faculty

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

Policy on Treating Students

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

Policy on Treating Peer Faculty & Staff

Given the high level of SOPT faculty clinical expertise, it is common practice for faculty and staff members to seek consultations with peer PT faculty members for conditions that are in the scope of physical therapist practice. Given the previously described state licensing of physical therapists in Colorado, providing a physical therapist consultation without referral is permitted. However, providing pro bono ongoing intervention for a faculty or staff colleague's acute, subacute, chronic, or relapsing condition is not permitted as there is no medical record of such patient encounters and this may create inconsistencies among faculty and staff regarding free versus billed physical therapy care. Faculty or staff members requiring ongoing physical therapist services should be referred to Regis Neighborhood Health or a 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.

Procedures for Use of Visual or Audio Representations of an Individual

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

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

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

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

- Complete the School of Physical Therapy Participation Consent Form for all subjects.
- Additional forms may be completed per off site facility requirements. (e.g., St. Louis County Special School District).
- A faculty member will be present at all times in all lab/lecture situations.
- The guest must be informed that they may ask questions at any time.
- The guest must be informed that they may refuse to participate in any specific lab activity and/or may discontinue their participation in lab/lecture at any time.
- School of Physical Therapy Participation Consent Form will be kept by the course coordinator or faculty member for seven years.

Emergency Preparedness

Regis University Campus Safety is located in Regis Square and can be contacted at 303-458-4122. All affiliate faculty are encouraged to sign up for RU Alert by visiting Regis.edu/RUAlert. In the case of campus emergencies, campus safety announcements, or weather cancellations or delays,

notifications and/or instructions will be sent through RUAAlert. The [Emergency Preparedness Guide](#) outlines actions that should be taken in the case of an emergency.

Laboratory Incident Report

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

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

Research Adverse Event

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

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

Handling School/Program Complaints that Fall Outside Due Process

1. This policy for addressing school/program complaints excludes complaints for which there is an established University, College, or School policy or procedure, including grade appeals, academic dismissal appeals, grievances, or allegations of harassment based on any characteristics protected by law. Such matters are covered in the Physical Therapy Student Handbook, the University Student Conduct Policies, or through the Office of Diversity and Affirmative Action. Complaints that do not fall into the realm of due process can take many forms ranging from student complaints, parent complaints, clinical education site complaints, employer complaints or general complaints from either internal or external to the University.
2. University legal counsel is available to support any investigation or process needing such input.
3. An individual who has a concern/complaint following an experience/encounter with any student, faculty, or staff member is welcome to communicate their complaint. Program complaints are recognized as an opportunity for program improvement and should be expressed with this end in mind. A complainant can choose to communicate a complaint either informally and formally.

4. If the complainant chooses, the complaint can be communicated informally by contacting the party(s) involved (e.g. course coordinator, faculty member, Program Director, Director of Clinical Education, Dean, Assistant Dean, staff member, student) to discuss the issue. In this case, there is no documentation of the complaint.
5. If the complainant prefers, a formal written complaint can be filed with the School Dean. Such a complaint must be communicated in writing and be signed. If the complaint is regarding the School Dean, that complaint should be directed to the RHCHP Academic Dean.
6. The complaint should state with specificity the facts giving rise to the complaint, the names of persons who have knowledge of the events surrounding the complaint, and the relief sought. It should be signed by the person filing the complaint. All parties to the process will seek to maintain the confidentiality of the process; however, it is recognized that circumstance may compel further disclosure to other persons, particularly if the facts implicate possible violations of law, University policy, or foreseeable risk of harm to any person. The School Dean will maintain a file of all written Program Complaints for a period of five (5) years.
7. Complaints should be addressed to:
Regis University, School of Physical Therapy
3333 Regis Blvd. G-4
Denver, CO 80221
ATTN: School of Physical Therapy 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 area vice president or dean, 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.*

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.

EEOC and non-discrimination

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

Family Educational Rights & Privacy Act (FERPA)

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

Grievance Procedures

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

SECTION 5

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 present within the ranked faculty. Their responsibilities may include classroom and laboratory teaching, case/journal club discussion leaders, or grading.

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

State License and CPR Certification

All affiliate faculty that teach clinical content must be licensed in the state of Colorado as appropriate.

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

Process for Finding and Requesting Affiliate Faculty

The Assistant Dean is responsible for oversight of all School affiliate faculty. They keep a file of persons who have expressed interest in an affiliate faculty position. The Assistant Dean or designee contacts potential candidate(s) to discuss interest and availability. At times determined by the Assistant Dean, affiliate faculty interviews are held and new affiliate faculty members are selected based on expertise, affiliate need, and affiliate interviews. New affiliate faculty orientation is coordinated by the Assistant Dean in conjunction with the University orientation program for all new faculty held in August each year.

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 Assistant Dean and the Administrative Coordinator.

Affiliate Faculty Meetings/Affiliate Faculty Council

A minimum of one affiliate faculty meeting is held each of the fall and spring semesters to discuss University, College and School issues, review affiliate policies and procedures, and provide faculty development on teaching and clinical information and offer DORA Colorado Category II professional development for the affiliates.

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

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

Affiliate Faculty Assignment and Contract Process

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

Once selections have been confirmed, the Administrative Coordinator sends a schedule to each of the affiliates selected for the courses. 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. The Administrative Coordinator then updates the courses in Colleague so that all selected affiliates have access to their respective courses including worldclass LMS.

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

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

Affiliate Faculty Evaluations

1. All affiliate faculty who teach in any course are evaluated using the Course Coordinator Evaluation of Affiliate Faculty Teaching Effectiveness Form on an annual basis. The Assistant Dean tracks affiliate participation and selects which course coordinator will do this evaluation with the affiliate. The designated course coordinator will 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 development needs.
2. All affiliate faculty who teach in any class are also assessed by the students for teaching effectiveness using a SOPT affiliate faculty evaluation tool. This tool allows students to provide quantitative rating of effectiveness and written feedback regarding teaching effectiveness and content expertise.
3. The course coordinator should arrange a meeting with the affiliate faculty member to discuss the

evaluations. The course coordinator should also forward a summary of the evaluation findings including areas of suggested improvement to the Assistant Dean.

4. When affiliate faculty serve as tutors for Professional Issues courses (a role that differs considerably from lecturing or assisting in labs), the course coordinator and the students provide an evaluation of the affiliate faculty member's effectiveness as a facilitator of problem-based learning tutorials. These evaluations are conducted at the completion of each tutor experience, reviewed with the affiliate faculty member, and forwarded to the Assistant Dean.
5. Finally, the Assistant Dean is responsible for the affiliate faculty evaluation process, and affiliate files which must include an up-to-date CV, PT license, and transcripts of PT degree and most advanced degree.
6. All records will be filed in the respective affiliate faculty academic file for future reference.
7. The affiliate faculty coordinator uses this information to determine eligibility for re-hire and to trend 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.
8. 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.

CPR Certification

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

Affiliate Faculty Orientation and Onboarding

All new affiliate faculty members will have a formal orientation to Regis University and the School of Physical Therapy. For guest lecturers, the assigned course coordinator will be responsible for orientation appropriate for the teaching assignment. Orientation for new faculty including affiliate faculty is offered and can be completed online through the [WorldClass Learning Management System](#). **This required orientation for new ranked and affiliate faculty is intended to take approximately four hours to complete.**

There are three required "Learning Discernment Activities" (short assignments) in this orientation unit, each of which will be scored using a common rubric.

All new affiliate faculty are required to complete all necessary paperwork with the HR department including I-9 forms and W-9 tax forms. They must obtain a Regis ID and have it coded for the appropriate room access in Claver Hall and submit a current CV and obtain original University transcripts of entry level PT degree and highest attained academic degree if different. These must be requested by the affiliate faculty member and sent directly and confidentially to the University. These must be received prior to an affiliate faculty beginning to teach in the classroom or online.

Office Space

There is access to shared affiliate faculty desk space in the School of PT office suite, PCH 403C which is accessible with a properly coded Regis ID. This secured space has a desktop computer with access to a printer and a telephone and personal belongings can be stored in there while teaching on campus.

Parking

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

Faculty Absence

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

Academic Integrity

Please see the Regis University Academic Integrity Policies <https://www.regis.edu/policies/academic-integrity>

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

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

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

* Descriptions available in Regis Academic Integrity Policies <https://www.regis.edu/policies/academic-integrity>

Library Services

The Regis University [Library](#) is dedicated to providing a full range of library services and resources to Regis students and faculty, without regard to their geographic location.

- The Dayton Memorial Library (DML) was built in 1966 and is located on the Northwest Denver campus. It underwent a major renovation in 1997.
- Library collections include:
 - over 393,000 print books, serial backfiles, government documents, bound periodicals, and newspapers
 - over 118,000 ebooks
 - over 13,000 media materials
- Access to online resources selected to support all Regis programs.
- Full-text articles and reference information available through licensed databases.
- Interlibrary Loan services available, usually at no extra charge; we can get articles and books for you whether Regis owns them or not.
- Article and book delivery services for Regis distance students.
- Personal reference and research assistance provided over 70 hours a week from reference desk at Dayton Memorial Library. Assistance by phone (including toll-free access) as well as by e-mail, by chat (available 24/7) and in person.
- Borrowing privileges and in-house access to library resources for alumni and community patrons at Dayton Memorial Library

Food Services

Regis University [Dining Services](#) have several options for faculty. The Student Center Cafe is Regis' primary location for on campus dining. Located inside the Student Center, Student Center Cafe offers breakfast, lunch and dinner options with accommodation for any allergies, intolerances or preferences that you might have. Walker's Pub, also in the Student Center, offers a full menu as well a local brews and wine.

Claver Express, located inside Claver Hall, is serving up sushi, made-to-order salads and traditional favorites like sandwiches and burgers. In addition to made to order meals, the grill also has a variety of grab-and-go options, snacks and beverages and up treats like coffee and local favorite Sweet Action ice cream.

Credit/Contact Hours and Class Schedules

Each course is assigned a specified number of credit hours. This is associated with a specified number of contact hours that is listed on the course syllabus. A master class schedule is prepared for the program each semester. Associated faculty members will be provided a copy of the schedule and are expected to be present for all their assigned course contact hours.

Course Syllabus

All courses in the School of Physical Therapy must have a prepared course syllabus. Course syllabi are required to follow the DPT course syllabus template. All affiliate faculty will be provided a copy of the course syllabus from the course coordinator or given access to syllabi all course materials via Worldclass when assigned to a course.

JOB DESCRIPTION

Job Title: Affiliate Faculty

Position No.: _____

School: Physical Therapy

Dean: Mark Reinking

JOB SUMMARY:

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

MAJOR DUTIES and RESPONSIBILITIES:

Essential:

1. Academics 90%

- a. Meet scheduled classes and fulfill assignments within the framework of existing policy.
- b. Develop, implement, and evaluate course objectives, assignments, syllabi, and text books in collaboration with course coordinator and or DPT or HES team when appropriate.
- c. Evaluate student performance as requested by course coordinator.
- d. Participates in (affiliate faculty meetings and specific course preparatory meetings) in order to effectively integrate assigned course materials with others in the concurrent semester and curriculum as a whole.
- e. Collaborate with other instructors in the assigned course and if necessary other faculty in other related courses.
- f. Participate in the development, refinement and evaluation of the curriculum, learning needs, and resources for students in collaboration with other faculty members and committees (course specific and in relation to the curriculum as a whole).
- g. Participate in the development and refinement of the philosophy and mission of the School of Physical Therapy as requested by the Dean.

2. Other 10%

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

DECISION MAKING:

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

SCOPE of AUTHORITY:

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

COMMUNICATION:

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

RESULTS of ACTIONS:

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

MINIMUM REQUIREMENTS:**FOUNDATION COURSE EDUCATION REQUIREMENTS:**

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

CLINICAL COURSE EDUCATION REQUIREMENT:

Above education requirements preferred.
Earned entry level degree in Physical Therapy minimum with a DPT preferred.
Certification in clinical specialty area or advanced academic education preferred.

EXPERIENCE:

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

SKILLS (Psychomotor):

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

KNOWLEDGE:

Knowledge of education and management theory and practice, and scientific inquiry as it applies to area of expertise.

Knowledge of academic systems and standards.

Knowledge of health care environment, specialty areas and assigned course content.

ABILITIES:

Ability to apply critical thinking, problem-solving, creativity, organizational and group process skills consistently.

Demonstrate proficiency in conflict resolution.

Must be flexible and comfortable with ambiguity.

Must balance strong leadership qualities with being an effective team member.

Must balance strong conceptual skills with attention to detail.

Must be able to demonstrate strong time management skills.

Must be able to function well under conditions of high levels of intellectual and psychological stress.

PHYSICAL AND MENTAL:

Lifting & Carrying:

Occasional pushing and carrying of 40 pounds

Pushing and Pulling:

Occasional pushing and pulling of 30 pounds of force

Body Positions:

Standard office business, teaching and practice positions required

Body Movements:

Able to participate in presentations requiring standard facilitation movements.

Hand Use:

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

Sense of Touch:

Required as necessary to utilize equipment.

Hearing:

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

Vision:

Able to read/write documents and view PC screen.

Mental:

Mathematics:

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

Remembering:

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

Language Ability:

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

Reasoning:

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

WORKING CONDITIONS:

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

Affiliate Faculty Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Dean Signature: _____

Date: _____

SECTION 6

School of Physical Therapy Committees

SECTION 6: School of Physical Therapy Committees

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

General Provisions

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

Standing Committees

DPT Curriculum Committee

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

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

HES Curriculum Committee

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

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

Post-Professional Education Committee

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

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

Student Affairs Committee

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

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

Faculty & Student Awards Committee

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

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

Clinical Education Team

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

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

Ad Hoc Committees/Task Forces

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

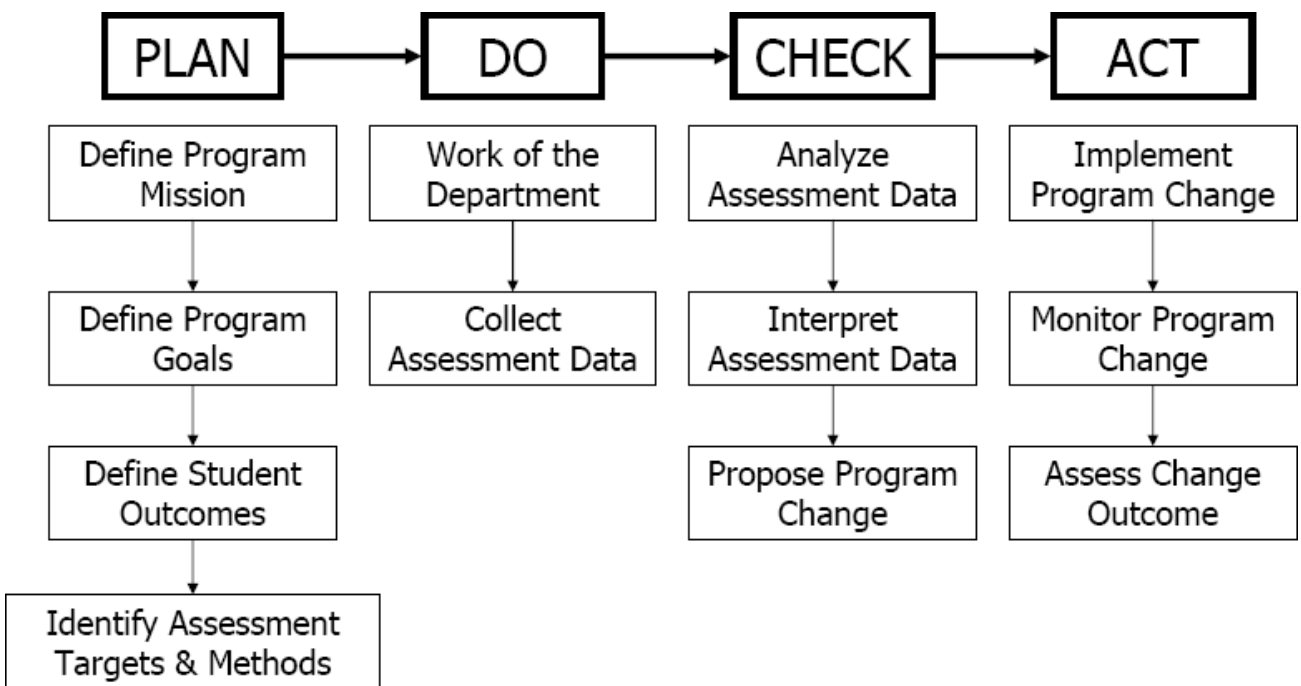
SECTION 7

Formal Program Assessment

Formal Program Assessment Process

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

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



Strategic Planning

The School has a formal and regular strategic planning process that is focused on mission and visions and seeking improvement. This process involves multiple stakeholders (faculty, staff, students, alumni, and external stakeholders) in identification of strengths and weaknesses, environmental influences, and opportunities and threats. Strategic planning is accomplished within the context of the University, College, School, and Program mission and vision statements. Visioning is done in a 3-5 year time period and over that period there is ongoing assessment of strategic goals, objectives, and activities.