

Department of Physical Therapy Student Handbook



INTRODUCTION

The following handbook serves not only as a handbook, but also as a policy and procedure manual. The handbook was established to clarify, organize, and maintain an effective Doctor of Physical Therapy (DPT) Program at Briar Cliff University. Although other individuals may obtain information from this document, this manual is intended to serve as an important source of information primarily for students within the DPT Program.

This handbook serves as a supplement to both Briar Cliff University's Student Handbook and Catalogue. Some of the material found in this handbook represents materials from the University's Student Handbook and Catalogue. This manual serves as a valuable reference for DPT students as they engage in the daily activities of the DPT Program. These policies and procedures have been instituted with the primary objective of ensuring the development and maintenance of a "culture of excellence" in which faculty and students become partners in the pursuit of academic success.

This handbook is not to be construed as a contract. Every effort is made to ensure the accuracy of information in this handbook, but the University reserves the right to change policies, procedures, and regulations to protect students, the University and adhere to best practices. These changes can be made at any time and will take effect when the administration determines that such changes are prudent. Students will be notified of changes promptly via email, official announcements, and postings to the student portal and campus bulletin boards.

Students are responsible for reading this handbook, official announcements, notices posted on bulletin boards, campus emails, and otherwise to be informed completely about information related to their role as a student at Briar Cliff University.

This handbook, dated June 2025, supersedes all prior revisions of the DPT Handbook.

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SECTION I: GENERAL INFORMATION

HISTORY OF THE UNIVERSITY

In 1929, only briar patches covered a 175-foot hill on the western outskirts of Sioux City, Iowa. Two pioneers, Sister Mary Dominica Wieneke, major superior of the Sisters of St. Francis, and the Most Rev. Edmond Heelan, Bishop of the Diocese, envisioned that hill crowned with a Catholic college. The Most Reverend Edmond Heelan, Bishop of Sioux City, donated a seventy-acre tract of land known as Briar Cliff to the Sisters of Saint Francis of the Holy Family. The Bishop requested that the Sisters establish a college for women on this property, one of the highest sites in Sioux City. Sister Dominica and Bishop Heelan met on March 9, 1929, with members of the Sioux City business community who committed themselves to raising \$25,000 to support the establishment of a Catholic college for women in Sioux City. Plans for the project materialized rapidly, and on September 18, 1930, the college, named Briar Cliff after the hill on which it is located, was dedicated. Four days later, twenty-five women started classes in Heelan Hall, the only building on campus. Briar Cliff University began its first school year.

Briar Cliff functioned as a junior college for seven years. In 1937, the third and fourth years of college were added, and bachelor's degrees were offered. Fifty-five men were admitted to the college in 1965. Coeducation was formalized in 1966 with admission of 150 full-time male students. On April 24, 2001, Briar Cliff College became Briar Cliff University. While the mission of the University has not changed in nearly 80 years, Briar Cliff continues to grow and expand, always placing the needs of students first.

Throughout the years, Briar Cliff's academic growth required an expanding physical plant. As time passed, more buildings appeared on the briar-covered hill: a four-story addition to Heelan Hall in 1948; the library and Chapel of Our Lady Of Grace in 1959; Alverno Hall, a women's residence hall, in 1964; a gymnasium in 1966; Toller Hall, a men's residence, in 1967; Noonan Hall in 1968; Newman Flanagan Center in 1982; the Baxter DiGiovanni Living/Learning Center in 1988; the renovation of Bishop Mueller Library in 1993; the Stark Student Center and the Saint Francis Center in 2000, the McCoy Arnold Center in 2004; the Heelan Hall edition in the early 2010s; and the off-site Physical Therapy area in the Mayfair Building of Sioux City in 2015. Briar Cliff opened under the auspices and with the financial support of the Sisters of Saint Francis of Dubuque, Iowa. For many years, the University functioned within the religious congregation's corporation. In 1963, it became separately incorporated from the congregation and now functions as an independent corporation with articles of incorporation and bylaws filed according to requirements of the State of Iowa. Four members of the religious congregation serve on the thirty-member governing board.

HISTORY OF THE PHYSICAL THERAPY PROGRAM

During the summer and fall of 2011, the Strategic Planning Team at Briar Cliff University (BCU) engaged in an extensive review of its strategic planning goals and objectives, leading to Vision 2020. As a result, many objectives were initiated to achieve this Vision, including the creation of Centers of Distinction. During the winter of 2011/12, the Center for Health Care Initiatives (CHCI) was created. In partnership with regional clinics, hospitals, and agencies, the CHCI's goal was to help reduce the healthcare gap present among the region's underserved populations. Four strategies were developed to help guide this process:

- Educate learners, including, but not limited to, creating degree programs in high-need areas
- Conduct research relevant to community health care issues
- Develop novel health care delivery models with area service providers
- Lead and facilitate collaboration among area stakeholders

To meet part of the educational component of the CHCI, Drs. Ted Wilson, former Director of the CHCI, and William Mangan, Vice President for Academic Affairs, collected data to help paint a picture of the health care needs of the tri-state region, often referred to as "Siouxland," including possible professional graduate degree programs that could assist in meeting health care needs. Initial sources of information included the 2010 National Healthcare Disparities report, countyhealthrankings.org, bureau of labor statistics, and census data. From the initial fact finding, it was recognized that the location quotient for physical therapists in Northwestern Iowa and Northeastern Nebraska was .4 - .8, meaning the concentration of physical therapists (PTs) per capita person is lower than the national average. Furthermore, the neighboring Northeastern Nebraska counties of Dakota, Thurston, Cedar, Stanton, and Colfax have traditionally been designated as state shortage areas for physical therapists. The most valuable sources information included formal meetings with leadership from over 40 local and regional health care clinics, hospitals, and community-based health agencies within Siouxland, in which it was recognized that there was a critical shortage of physical therapists and occupational therapists in the region, especially within the rural areas, resulting in long position vacancy periods.

Briar Cliff has historically had strong undergraduate and graduate nursing programs and a well-established pre-health science undergraduate program. Initially, the BCU leadership team considered several professional health care graduate programs. The Doctor of Physical Therapy (DPT) education program was selected for the following reasons:

- The Program's philosophy of care was compatible with the Doctor of Nursing Practice (DNP) program,
- There was a demonstrated shortage of DPT clinicians in the region, information provided by physical and occupational therapy faculty members at the closest professional schools indicated there was an abundance of qualified students not getting into their professional programs,
- Start-up costs and resources were achievable by the institution, there was staunch support from local hospitals and clinics for a DPT program at BCU,
- There was not a higher education institution offering this degree program in Western Iowa, where the shortage of physical therapists has been noted.

In August 2013, Briar Cliff University (BCU) hired Patrick Cross, PT, DPT, RHF to be BCU's Developing DPT Program Director and start the process for applying for Candidacy Status with the Commission on Accreditation in Physical Therapy Education (CAPTE). In June 2014, Heidi Nelson, PT, DPT was hired as the founding Director of Clinical Education. The Program submitted its Application for Candidacy with CAPTE on December 1, 2014. On April 29, 2015, the DPT Program at Briar Cliff University was granted Candidate for Accreditation status by CAPTE.

Full accreditation status was granted by CAPTE on May 2, 2018, with commendations. Affirmation of accreditation was granted for ten years on Oct. 31, 2023.

LOCATION

Briar Cliff University is located at the edge of urban development but is just minutes from downtown Sioux City (tri-state metro population: 120,000). Located where the states of Iowa, Nebraska, and South Dakota meet, Sioux City is connected with other metropolitan areas by Interstate Highway 29 and is about an hour away by air from Minneapolis, Chicago, St. Louis, and Denver.

The Physical Therapy Program has a designated 14,000+ square foot facility on the bottom floor of the Mayfair Building in the quickly developing western suburb area of Sioux City. It is accessible to the major interstates and highways, shopping, and many health care facilities, including physical therapy clinics. Anatomy lab and shared student resources are also available on the Briar Cliff Main Campus.

IDENTITY

Briar Cliff University is a vibrant living/learning community located in the rolling Loess Hills of Sioux City, Iowa. It is a coeducational, private university offering strong, value-based liberal arts education and quality career preparation. Its Catholic and Franciscan roots support peacemaking and service to others. It is a small, close-knit community offering students a safe and supportive environment. Respect for others is evidenced by the collegial relationships that characterize curricular and co-curricular life.

FRANCISCAN VALUES AT BRIAR CLIFF UNIVERSITY

BCU students are living our Franciscan values by building a caring community, creating peace, reverencing creation, and connecting in joyful service.

UNIVERSITY INSIGNIA



The university insignia, work of the Briar Cliff Department of Art, sums up the goals of Briar Cliff. The cross proclaims that we are a Christian university dedicated to the love that gave all. The most important part of the Briar Cliff philosophy is reverence for and concern for each person. This emphasis on the dignity of the individual has fostered a friendly, democratic spirit that does not pay attention to class lines or racial barriers.

The wavy lines indicate the university's location in Siouxland, with the Missouri River as the western border.

In the impressionistic *eagle*, the sign of the Sioux tribes who were a part of this area, we see strength and reach for the heights.

Mater Gratiae, Mother of Grace, proclaims Mary, mother of the Savior, as patroness of Briar Cliff under her title Lady of Grace.

Caritas, love, is the Franciscan call to the two great commands: love God with all your power; love your neighbor as yourself.

The *star* speaks of striving upward for knowledge and wisdom.

BRIAR CLIFF HYMN



1. To each day a charge is gi - ven to
2. On this hill we raise our bea - con that



sum - mon forth the best we know, glad of heart for joy in
in the world your light may shine, hear our prayer to grow in



learn - ing and free of mind that truth may grow. O Bri - ar Cliff teach
wis - dom, sup - port our hope by grace di - vine. O Bri - ar Cliff teach



us to share, in peace and good with one an - o - ther; so
us to care, that still be - yond the chang - ing sea - sons we



nur - ture us o - lo - ving mo - ther, that all our lives we ho - nor you.
see the earth in Fran - cis' vi - sion, and God wi - thin each per - son find.

Words: Phil Hey; Music: John Cheetham, © 1991, Briar Cliff University

UNIVERSITY AND COMMUNITY EMERGENCY AND SAFETY RESOURCES

UNIVERSITY RESOURCES

Student support services, including Campus Security, may be found at:

<https://www.briarcliff.edu/current-chargers/get-involved/student-support-services>. A security officer is available 24/7 via the on-call phone number, 712-898-1888.

COMMUNITY RESOURCES

	PHONE NUMBER
Police	9-911 (on campus) 911 (off campus)
Fire	9-911 (on campus) 911 (off campus)
Police (non-emergency)	712-279-6960
Mercy Medical Center (Emergency/Trauma)	712-279-2066
UnityPoint Health (Emergency Outpatient)	712-279-3141
Poison Information Center	800-222-1222
Council on Sexual Assault & Domestic Violence	712-258-7233
Emergency TDD (deaf users only)	712-279-6958

ADMINISTRATIVE LEADERSHIP

PRESIDENT

The President of Briar Cliff University provides overall leadership for the University. In doing so, the President collaborates closely with a team including the Vice Presidents for Academic Affairs, Enrollment Management, Finance, Student Development, and University Relations. Additionally, the President works with the Board of Trustees to set policy and direction for the University. Each semester, the President hosts open forums with students, faculty, and staff.

VICE PRESIDENT FOR ACADEMIC AND STUDENT AFFAIRS

The Vice President for Academic Affairs oversees the academic operations of the University, including academic programs and faculty recruitment.

VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT

The Vice President for University Advancement supervises marketing, communications, print, and mail services.

VICE PRESIDENT FOR ATHLETICS AND OPERATIONS

The Vice President for Athletics and Operations serves in the athletic director role overseeing all the athletic programming while also ensuring the overall operations, maintenance, and groundskeeping of the physical facilities on campus.

VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

The Vice President for Enrollment Management supervises recruitment, admissions, and financial aid.

VICE PRESIDENT FOR FINANCE

The Vice President for Finance supervises the business office, facilities, computer services, bookstore, human resources, events coordination, campus dining, purchasing, and budgeting.

VICE PRESIDENT FOR MISSION AND LEADERSHIP

The Vice President for Mission and Leadership oversees campus-wide initiatives and ensures they align with the University's Mission and Vision helping to foster leadership development among Briar Cliff faculty, staff, and students.

VICE PRESIDENT FOR UNIVERSITY RELATIONS

The Vice President for University Relations supervises fundraising and alumni relations.

DIRECTORY

STREET ADDRESS

Briar Cliff University, 3303 Rebecca Street, Sioux City, Iowa 51104
Briar Cliff at Mayfair, 4280 Sergeant Rd, Suite 100, Sioux City, Iowa 51106

TELEPHONE

1-800-662-3303

CAMPUS RESOURCES

Student support services, including Campus Security, may be found at:
<https://www.briarcliff.edu/current-chargers/get-involved/student-support-services>.

ADMISSIONS

The Office of Admissions serves new students from their early interest through completion of the enrollment process, including financial aid. The admissions office also serves students who are transferring from other colleges and/or community colleges.

ALUMNI OFFICE

The Alumni Office builds relationships and engages alumni through special events, such as Homecoming; guest lecturers for specific majors; hands-on internship opportunities; career coaching and personal mentorship of our students. Students who graduate or complete thirty credits before leaving are deemed alumni and are part of the more than 10,000-member Briar Cliff Alumni Association.

ATHLETIC OFFICE

Athletics are a vital component of liberal arts education. All full-time students who meet the eligibility rules of BCU and the NAIA may compete in athletics at the University. For men, BCU offers baseball, basketball, cross country, football, golf, soccer, track and field, and wrestling. Women compete in basketball, cross country, golf, soccer, softball, track and field, competitive cheer/dance, and volleyball. The emphasis centers on the educational value of participation. Athletic scholarships are available.

BOOKSTORE

The Eldon and Regina Roth Campus Bookstore carries many items, including BCU apparel, school supplies, and accessories. Online ordering items through the BCU bookstore web page is another option.

BUSINESS OFFICE

Students may visit the Business Office to check the balance on their student account and to make payments on their account. Account statements may be viewed anytime online and are sent out in hard copy format at the start of each semester, with payment in full or payment arrangements made by the due date specified. Payments may be made in cash or by check,

credit card, or ACH transfer. The Business Office also assists students employed on campus with payroll forms, including W-4, I-9, and applications for direct deposit. Student paychecks, direct deposit advice, and financial aid refund checks may be picked up at the Business Office. End-of-year tax forms, W-2 and 1098T, are issued by the Business Office too. Other services offered include check cashing services (up to \$200; photo ID required) and stamps for purchase.

CAMPUS MINISTRY

Campus Ministry focuses on the spiritual life and pastoral care needs of the BCU community, offering a variety of opportunities for liturgical involvement, retreats, Bible study/prayer groups, and RCIA. It strives to provide an environment for community building and meaningful ministry opportunities nationally and internationally for students and employees including mission trips during “J” term, May term, and Spring Break. It also seeks to educate and involve the BCU community in a deeper understanding and living out of the Catholic Franciscan values which are core to the unique identity of Briar Cliff.

Campus Ministry is the central office on campus for local service opportunities. Campus Ministry’s service division, known as BCCares, provides students with opportunities to volunteer on and off campus through a variety of programs and projects. Special projects include the Senior Citizen’s Luncheon, the Christmas Party for People with Disabilities, and the Easter Egg Hunt. BCCares can connect students with other opportunities off campus that include but are not limited to the Mission of the Messiah, Soup Kitchen, and Habitat for Humanity.

CAMPUS RECREATION AND INTRAMURALS

The Recreation and Intramurals program provides students, employees, and alumni with a variety of fun activities for participants of all skill levels. Intramurals also serve as a wonderful way to meet new people, learn new things, and develop interests in lifelong sports and games. A variety of team and individual activities are offered, including leagues and tournaments for flag football, basketball, volleyball, dodge ball, soccer, ping pong, pool and more! Look for notices from campus life staff announcing events and how to take part or stay updated by checking out the Intramurals web page on the Briar Cliff website.

CAMPUS SECURITY

The main responsibility of Briar Cliff Security is for the physical safety of our students, faculty, and staff. Briar Cliff Security also ensures the safety of university property which includes locking and securing buildings, reporting suspicious activity to law enforcement, enforcement of parking regulations, and reporting any emergencies to local authorities. Campus Security has a good working relationship with the Sioux City Police and Fire Departments.

CHARGER DOME

The Charger Dome, approximately 15 minutes from campus, is the primary practice facility for indoor track and the secondary practice facility during inclement weather for soccer, football,

golf, baseball, softball, and outdoor track. Additionally, student intramurals and one-time student activity events are held in the Charger Dome

DISABILITY SERVICE

Students with disabilities who need accommodations under the Americans with Disabilities Act should request services in Compass. Documentation of the disability will be needed at the time accommodation is requested.

EDUCATION TECHNOLOGY SERVICES

The mission for the Education Technology department is to help improve the learning experience at Briar Cliff University. The department helps faculty in the design and implementation of courses with the right balance of technology and methods, which will help students meet their course outcomes. The department also aids faculty and students in gaining knowledge and skills of learning technologies through training sessions (both virtual and classroom), labs, and office hours.

FACILITY SERVICES

The Facility Services Department consists of the Maintenance and Custodial Divisions, with employees who work to maintain a clean, safe, and serviceable environment for both students and faculty of Briar Cliff University. The goal of the Custodial Division is to maintain clean common-access areas including bath and shower rooms, hallways, classrooms, and stairwells. The Maintenance Division works diligently to make general repairs to plumbing, electrical, and ground areas and keep the heating and air conditioning equipment operating properly.

HEALTH AND COUNSELING CENTER

The Health and Wellness Center includes the services of licensed nursing staff and a mental health counselor. The center provides basic services at no cost; however, minimal charges may be incurred for diagnostic testing, immunizations, and TB screenings. Students will be encouraged to become proactive and responsible for their health. The center will help them develop a healthy lifestyle which will contribute to their success. Students needing the assistance of the Health and Wellness Center are encouraged to visit the walk-in clinic; however, students seeking the help of the counselor are encouraged to make an appointment.

INTERNATIONAL STUDENT ENROLLMENT

International students who have a student visa (F1) are served through the Office of International Student Enrollment from their early interest throughout their time of enrollment at Briar Cliff. The office director is the Primary Designated School Official (PDSO) assigned through the U.S. Department of Homeland Security. **International Students should meet with the PDSO regularly to ensure compliance with student visa requirements.** The International Student Office works cooperatively with the Office of Multicultural and Leadership programs to meet the needs of the International Students.

IT CENTER

The IT Center is the centralized point of technology administration for the campus. The IT

Center houses the Help Desk, Network Administration, Administrative Software Support, and Telephone Services. Please feel free to call or email any issues directly to: ithelpdesk@briarcliff.edu.

LIBRARY

Conveniently located between Heelan Hall & the Stark Student Center Bishop Mueller Library offers three floors of public spaces with a variety of seating options designed to accommodate the diverse needs of the campus community. A current BCU ID must be presented to check out library materials. This includes items on Reserve for use in the library. The library offers access to over 200,000 print and electronic resources, computer labs, a conference room, small group study rooms, project collaboration spaces, tables, and casual seating where students can access the wireless network, work individually or in small groups. Combine all this with friendly, helpful staff and you will find the library is the place you need to be. To learn more about the library, including the hours it is available for you to use, see the web site at: <https://www.briarcliff.edu/about/our-campus/buildings-and-facilities/student-support-buildings/bishop-mueller-library>.

MARKETING AND COMMUNICATIONS OFFICE

The Marketing and Communications Office coordinates media and community relations; issues press releases; assists with BCU marketing; manages social media; provides web development, content management and design support; offers graphic design and print shop services. The Marketing and Communications Office is also a liaison between the University and the media.

MCCOY ARNOLD CENTER

The McCoy Arnold Center offers an indoor facility for the athletic and recreational needs of students. The center contains a football locker room and storage area, weight room (primarily free weights), a wrestling practice facility, and an athletic training room.

MULTICULTURAL AND INTERNATIONAL STUDENT PROGRAMS

The Multicultural and International Student Programs office implements programs that educate the student population and campus community regarding issues of cultural understanding and sensitivity that are relevant in a global society. The programs support student learning, success, and retention through individual mentoring and advising students of all cultures. The office also plans and coordinates the offerings and opportunities for American students to study abroad. This office also serves the international population at BCU.

NEWMAN FLANAGAN CENTER

The Newman Flanagan Center offers an indoor facility for athletics and recreation. The center has two basketball and volleyball courts, four badminton courts, one racquetball court, a jogging track, classrooms, and offices. All facilities are unavailable when an intercollegiate event is in progress.

OFFICE OF THE REGISTRAR

The Registrar's Office deals with class registration, grades, graduation, records, and transfer credits. This office processes transcript requests and verifies enrollment. Official academic transcripts are sent from the Registrar's Office upon written request and with clearance from student accounts; fees may apply.

COMPASS

Though academic advisors are the initial contact for students, Compass offers follow-up or additional support to BCU students as they strive to succeed academically. The Director realizes there are a variety of factors that can affect a student's academic performance; whether it is a personal, academic or campus issue, the Director assists each student in overcoming such obstacles by connecting them with appropriate campus resources and appropriate BCU faculty and administration. This comprehensive approach empowers students to resolve personal problems and participate in creating their own BCU network, allowing each student to perform at his/her full academic potential while creating a unique and successful BCU experience. Though all students are welcome (and encouraged) to meet with staff, any student placed on academic probation is required to meet with appropriate staff.

The office also offers career education, which assists students in developing the skills necessary to make transitions to their chosen careers, gain valuable work experiences through meaningful internship programs, and continue their education in graduate or professional schools. Services include job and internship opportunities, résumé uploads and electronic portfolios via College Central Network available to students and alumni. On-campus and off-campus work-study are also overseen by the office.

STUDENT ACTIVITIES

Student Activities coordinate opportunities outside the classroom for students to learn, grow, and explore their interests socially, culturally, and recreationally. Programs are designed to stimulate meaningful contact among students, administrators, and faculty which supports the intellectual and social growth of students. Student Activities works with the Campus Activities Board to bring new events to campus. Movies, speakers, dances, symphony tickets, and entertainers are examples of programs available through this office. All students are enthusiastically invited to participate in campus programs. It is an important part of college life!

TRIO STUDENT SUPPORT SERVICES

TRiO Student Support Services (TSSS) is funded by a government grant from the Department of Education that offers eligible students a variety of services designed to help them be successful in college and achieve graduation. In addition to tutoring, mentoring, financial and academic counseling, instruction is offered for student skill reinforcement. Limited financial aid is available for first-year students and sophomores. TSSS also serves students with disabilities.

UNIVERSITY RELATIONS

University Relations is responsible for fundraising and alumni relations. Scholarships, capital project funding, endowments and campaign initiatives are secured through gifts from alumni,

Trustees, individuals, businesses, and foundations. Individuals and groups wishing to solicit funds in the name of BCU must coordinate these with University Relations.

WRITING CENTER

The Briar Cliff University Writing Center is a place for all students to strengthen their academic development by building competency in the writing process. The Writing Center is a place for students to engage and collaborate with their peers, to learn to diagnose error patterns in their writing, and to develop the skills to write effectively in their personal and professional lives and within their own academic disciplines. Our mission in the Writing Center is to support Briar Cliff's community of writers by empowering those we serve to think critically and to write articulately as part of an ongoing process of self-awareness and self-expression. The Writing Center offers one-on-one mentoring, workshops, and various computer-based tutorials. Writing resources and mentors can be located at <http://bcuwritingcenter.wordpress.com/>.

SAFETY AND SECURITY

Briar Cliff University makes the safety and security of all its campus members and guests an institutional priority. Even though the campus is not closed to others, it remains private property for use by the University community and invited guests. The Briar Cliff University security staff protects campus and its students, faculty, and staff. When appropriate, the University issues warnings to the campus community about potential emergencies. Information on Campus Security may be found at: <https://www.briarcliff.edu/current-chargers/get-involved/student-support-services>.

AUTHORITY OF CAMPUS SECURITY OFFICE

The Briar Cliff campus is monitored 24 hours a day. Campus Security staff strive to provide a safe campus by locking buildings, monitoring suspicious activity, enforcing parking regulations, and reporting emergencies to local authorities. Security staff may detain individuals for questioning. They have direct communication with local police and may call for assistance when needed.

REASONABLE SECURITY

The concept of "reasonable security" recognizes that there must be a balance between an accessible academic setting and a completely secure campus. We, as community members, must also do our part to maintain a safe and secure, yet friendly campus environment. Campus Security is a resource for all of campus in helping maintain that environment.

LOCKING CAMPUS FACILITIES

To protect campus facilities, a specified locking schedule is followed. Students entering or leaving campus facilities after lock-up hours must secure the doors. Students may not prop open or alter a door so that it cannot lock. Students doing so will be subject to disciplinary action. Students should not admit unknown persons into locked buildings. Broken locks or propped doors should be reported immediately to Campus Security.

REPORTING CRIMES AND OTHER EMERGENCIES

Students are encouraged to report suspected criminal activity and other emergencies to the Campus Security Office, or the Residence Life staff. Whether you are a victim or an observer, any crime, suspicious activity or campus emergency should be reported immediately, and the following procedures should be followed:

In Case of an Emergency

Call 911. If calling from a campus phone, call 9-911. Identify yourself, the type, and location of the emergency.

Call Campus Security on the cell phone at 9-898-1888 or 712-279-5430. From a campus phone, call ext. 5430.

All incidents will be handled seriously and thoroughly investigated. When necessary, local law enforcement will be informed, and their assistance requested. Security personnel will assist emergency vehicles in locating the emergency and aid in crowd control. Inform security with information on the type and location of the emergency.

Tornado Warning Procedure

In case of a tornado warning, report immediately to one of the following shelters.

- Review maps of your area to get knowledge of your closest shelter.
- The underground tunnels between Alverno and Heelan Hall, or between North Hall and Heelan Hall.
- The hallway on the ground floor of Noonan Hall is open.
- The ground floor of Alverno and Toller Halls, away from the windows.
- The art gallery is in the Stark Student Center.
- The elevator hallway in Mayfair.
- In an extreme emergency, get under furniture or in a closet.

Stay away from glass windows and doors, place protection over your head, and lay as close to the floor as possible.

Fire Alarms

All campus buildings are monitored by a fire alarm system that will automatically sound fire alarms in the building if conditions are appropriate. All individuals are expected to leave the building until the fire department allows for reentrance. Any tampering with fire alarms or other safety equipment is considered a felony offense, and violators will be prosecuted and/or subject to disciplinary action.

CRIME STATISTICS

Briar Cliff Security reports all on-campus crimes as defined by Uniform Crime Reporting System. Briar Cliff fully complies with this federal mandate, and our Safety and Security report is available through the Administration. Information regarding campus safety and security is

provided in compliance with the Student Right-To-Know and Campus Security Act of 1991. This document may be found at <https://www.briarcliff.edu/about/our-story/accreditation-and-policies/clery-act>.

SECTION II: ACCREDITATIONS

ACCREDITATION

Documents relating to accreditation and memberships can be reviewed by contacting the Office of the President. For more information on university accreditation and memberships may be found at: <https://www.briarcliff.edu/about/our-story/accreditation-and-policies>.

HIGHER LEARNING COMMISSION

Briar Cliff is accredited as a degree-granting institution by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. Since 1945, the Higher Learning Commission has granted Briar Cliff University full accreditation. The most recent reaffirmation of accreditation was granted in 2015. The next comprehensive review is scheduled for 2025. On September 22, 2014, the Institutional Actions Council of the Higher Learning Commission concurred with the evaluation findings and approved the institution's request to offer the Doctor of Physical Therapy Program. In November 2014, Briar Cliff filed a notification for a new location through Higher Learning Commission's Location Notification System to offer the Program at Mayfair.

IOWA COORDINATING COUNCIL FOR POST-HIGH SCHOOL EDUCATION

Although not required as a private institution, Briar Cliff voluntarily submitted on October 3, 2014, a Notice of Intent to Offer a New Program or Location for the Doctor of Physical Therapy Program through the Iowa Coordinating Council for Post-High School Education (ICCPHSE). Since no comments were submitted to the listserv within the 20-calendar day period, the proposal was ratified at the next Iowa Coordinating Council meeting for implementation.

COMMISSION ON ACCREDITATION IN PHYSICAL THERAPY EDUCATION

The Commission on Accreditation in Physical Therapy Education (CAPTE) is the only accrediting agency that is nationally recognized by the U.S. Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA) to accredit entry-level physical therapist education programs. Graduation from a CAPTE accredited program requires licensure to practice physical therapy in all fifty states, including the District of Columbia, and Puerto Rico. Graduating from an accredited program is a required element for a student/graduate to be eligible to take the National Physical Therapy Examination (NPTE) through the Federation of State Boards of Physical Therapy (FSBPT).

Passing the NPTE is one of the required elements to be licensed as a physical therapist in a specific state. Each state licensing authority has its own eligibility criteria for licensure. Explore individual state licensure authorities and their requirements for licensure.

On Sept. 22, 2014, the Institutional Actions Council of the Higher Learning Commission concurred with the evaluation findings and approved the institution's request to offer the Doctor of Physical Therapy (DPT) program.

The Department of Physical Therapy at Briar Cliff University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria,

VA 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <https://www.capteonline.org/>. If needing to contact the program/institution directly, please call 712-279-5500 or email dpt@briarcliff.edu .

For more information regarding the process of accreditation, please contact:

Commission on Accreditation in Physical Therapy Education American Physical Therapy Association
3030 Potomac Ave., Suite 100
Alexandria, VA 22305-3085
Phone: 703-706-3245
Email: accreditation@apta.org

Disclosure

The program has determined that its curriculum meets the state educational requirements for licensure or certification in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands secondary to its accreditation by the Commission on Accreditation in Physical Therapy Education, based on the following: CAPTE accreditation of a physical therapist program satisfies state educational requirements in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Thus, students graduating from CAPTE-accredited physical therapist education programs are eligible to take the National Physical Therapy Examination (NPTE) and apply for licensure in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. For more information regarding state qualifications and licensure requirements, refer to the Federation of State Boards of Physical Therapy website at www.fsbpt.org.

Graduation from the Program does not guarantee the ability to pass the NPTE, nor to gain licensure in a specific state. The Program validates a student's graduation with the Federation of State Boards of Physical Therapy and, when requested by a student/graduate, for a specific state licensure authority. It is a student's/graduate's responsibility to complete necessary steps and paperwork to sit for the NPTE and to apply for specific state licensure.

Formal Complaints about Program

The Commission on Accreditation in Physical Therapy Education (CAPTE) has a mechanism to consider formal complaints about physical therapy education program (PT or PTA) that allege a program is not in compliance with one or more of CAPTE's Evaluative Criteria or has violated any of CAPTE's expectations related to academic integrity. CAPTE will consider two types of complaints:

1. Those that involve situations subject to institutional due process policies and procedures.
2. Those that involve situations not subject to due process procedures:

If the complainant is involved with an institution/program grievance subject to due process and procedure, CAPTE requires that the process be completed prior to initiating CAPTE's formal complaint process, unless the complaint includes an allegation that the institution/program process has not been handled in a timely manner, as defined in the

institution/program policy, in which case CAPTE will consider the complaint prior to completion of the grievance process. Evidence of completion of the institutional process, or of the untimely handling of such must be included in the complaint materials. If the complaint is related to situations that fall outside of due process policies and procedures, the complaint may be filed at any time. CAPTE will not consider complaints that fall outside its jurisdiction/authority as expressed in the Evaluative Criteria and the academic integrity statements. When appropriate, complainants will be referred to other organizations to pursue their concerns.

For CAPTE to consider a formal complaint, several conditions must be met: The complaint must be specifically linked to the relevant Evaluative Criteria (PT or PTA) or to the integrity statements.

- The complainant must have exhausted all remedies available through the institution, if appropriate.
- The complaint must be submitted in writing, using the format prescribed by CAPTE, and must be signed by the complainant.
- The event(s) being complained about must have occurred at least in part within three (3) years of the date the complaint is filed.

In reviewing and acting on a complaint, CAPTE cannot and does not function as an arbiter between the complaint and the institution. Should CAPTE find that a complaint has merit and that the program is out of compliance with the Evaluative Criteria or the integrity statement(s), CAPTE can only require the program to come into compliance with the Evaluative Criteria. CAPTE cannot force a program into any specific resolution of the situation that resulted in the complaint. To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at 703-706-3245 or ataccreditation@apta.org.

CAPTE acts on formal complaints twice a year, in April and October/November. The timelines involved in the complaint process are such that complaints received between January 1 and June 30 will be considered at the October/November meeting and complaints received between July 1 and December 31 will be considered at the April meeting.

To obtain the materials necessary for submitting a complaint, contact APTA Accreditation

Other Actions Taken by CAPTE:

In cases where CAPTE decides to defer action on accreditation, the Program Director, in consultation with the Program's Core Faculty, will prepare a Compliance Report in accordance with the timeline as determined by CAPTE.

If CAPTE issues a "warning" or "show cause" designation to the program, the Program Director, in consultation with the Program's Core Faculty, will provide evidence of improvement in the form of a Compliance Report to CAPTE prior to their next regularly scheduled meeting.

If a focused visit is requested by CAPTE, the Program Director, in consultation with the Program's Core Faculty, will submit a Compliance Report and/or other documentation as requested by CAPTE. The Program Director will negotiate with CAPTE regarding dates for the visit. The Program Director will ensure that fees associated with the focus visit are paid to CAPTE in a timely manner.

If CAPTE offers an accreditation cycle shorter than the typical 5 or 10-year period, the Program Director, consulting with the Program's Core Faculty, will try to eliminate the conditions that warranted such a decision. If CAPTE chooses to perform an off-cycle visit, the Program Director and the Program's Core Faculty will collectively prepare and aid as required to CAPTE and the on-site team, which includes any additional information requested by the on-site team.

Required Information to be Made Public:

The Program Director will provide notification of the accreditation status. A specific statement from CAPTE will be used on the institution/program website in a place easily located by the public and included in any other educational and promotional materials in which the program's accreditation status should be disclosed.

If the program's status changes to probation, a specific statement from CAPTE must be used during the time that probation is in effect.

The program will also direct the public to the accreditation status of the University that is outside of the purview of CAPTE. Any changes in the University's accreditation status will be made immediately available to the public.

The Program Director, in consultation with the Program's Core Faculty, will provide the public with accurate, reliable, and easily available information about student outcomes. This information will include graduation rate, ultimate licensure exam pass rate, and employment rate, all averaged over the most recent two years as these outcomes become available. This information will be updated annually by the Program Director, in consultation with the Program's Core Faculty, upon submission of its Annual Accreditation Report. Program outcome data required by CAPTE is delineated by CAPTE.

Submission of Accreditation Fees:

The Program Director will contact university administration to ensure that all fees are paid to CAPTE in the amount prescribed and within the period determined by CAPTE.

Submission of Required Reports:

If the program is found to be in non-compliance or conditional compliance with an evaluative criterion, the Program Director will address the deficiency in a Compliance Report. The first report will be due in time for CAPTE review, either six (6) months or one (1) year following review of the self-study and on-site visit report. After one (1) year if the program cannot

demonstrate full compliance, additional Compliance Reports will be required at six (6) month intervals. CAPTE determines the specific date(s) at which Compliance Reports are due. The program is notified of the due date in the Summary of Action, and the Program Director will ensure compliance with requested information and the timeline for submission.

The Program Director, in consultation with program faculty, will submit an Annual Accreditation Report (AAR) at the time and format requested by CAPTE from the time of candidacy onward. Additional information in the form of a Compliance Report may also be submitted with the AAR as requested by CAPTE. The Program Director and the Program's Core Faculty will demonstrate compliance with all revised criteria within two years of their effective date, unless otherwise modified by CAPTE.

Changes in information that CAPTE utilizes to contact the University or Program will be reported in writing at the time of occurrence. Additional changes will be reported to CAPTE by the Program Director when they occur, as described in the CAPTE Accreditation Handbook. The Program Director will be responsible for reporting changes in the AAR, as recommended within the CAPTE Accreditation Handbook. The Program Director will also be responsible for obtaining pre-approval from CAPTE for any substantive changes to the program. As soon as possible and practical, the Program Director will report any substantive changes resulting from natural or human-caused disasters.

COMPLIANCE WITH ACCREDITATION POLICIES AND PROCEDURES

To maintain compliance with Higher Learning Commission accreditation standards, Briar Cliff University has implemented a system of shared effort that includes collaboration amongst administration, non-tenure track and tenure track faculty, and staff. The President and Vice President for Academic Affairs are responsible for achieving and maintaining accreditation.

The primary responsibility for achieving and maintaining accreditation related to CAPTE lies within the purview of the Program Director in consultation with DPT core faculty.

SECTION III: MISSION, VISION, VALUES, GOALS, AND OUTCOMES

MISSION AND VALUES OF THE UNIVERSITY

The current mission statement of Briar Cliff University is the result of an intensive process that occurred during the 1981-82 academic year. The mission statement was revised in January 2004 to add the phrase “for its students.” As mission statements have changed throughout the years, several themes have remained, emphasis on personal as well as intellectual development, career preparation within the context of liberal education; the significant role of the spiritual dimension, and an awareness of the leadership and service consequences of education. These themes are evident in the current statement:

Briar Cliff University is a community committed to higher education within a liberal arts and Catholic perspective. In the Franciscan tradition of service, caring and openness to all, Briar Cliff emphasizes quality education for its students, combining a broad intellectual background with career development. The university challenges its members to grow in self-awareness and in their relationships to others and to God.

The Board of Trustees adopted the present values statement of the University in January 2004.

OUR VALUES

Our Catholic Franciscan identity

enhanced by the presence and sponsorship of the Dubuque Franciscan Sisters and the support of the Diocese of Sioux City

Our challenging academic environment

which includes a liberal arts education, career preparation, academic integrity and academic freedom

Our focus on the student

which promotes academic success and extra/co-curricular experiences

Our culture of service

to our constituents, to the Siouxland community and beyond

Our appreciation of diversity and our respect for each person

Our commitment to shared governance and collaborative decision-making

Our innovative response to change

which envisions a promising and confident future

COMMUNITY LIFE AT BRIAR CLIFF UNIVERSITY

To fulfill the mission, Briar Cliff University:

As a Community of Learners

- provides an effective learning environment supported by quality instruction and active student participation
- broadens the individual's perspective through a liberal arts curriculum
- develops competencies appropriate to one's field of study.
- promotes the ability to make responsible judgments in a changing world
- creates an atmosphere that inspires innovation and experimentation

As a Community of Persons

- offers personal attention and equal opportunity to all
- creates an environment in which the person can mature intellectually, spiritually, aesthetically, emotionally, socially, and physically
- sustains a climate that encourages candid dialogue among members of the community
- provides for participation of the university community in university governance

As a Community Within the Catholic and Franciscan Tradition

- fosters respectful acknowledgment of God and acceptance of persons
- supports the teachings and traditions of the Catholic Church
- encourages the Franciscan values of service, reverence for creation, simplicity, and peace
- nourishes Christian life through meaningful liturgical worship and other spiritual experiences
- promotes ecumenical dialogue and cooperation
- maintains a special relationship with the Sisters of Saint Francis, Dubuque, Iowa, and the Diocese of Sioux City

As a Community Among Communities

- develops sensitivity and ways of actively responding to the needs of society
- demonstrates a leadership of service both on and beyond the campus
- interrelates a regional focus with global awareness
- cooperates with other institutions, including educational, church, governmental, business, and community service organizations

MISSION, VISION, VALUES, GOALS, AND OUTCOMES OF THE DOCTOR OF PHYSICAL THERAPY PROGRAM

MISSION OF THE DOCTOR OF PHYSICAL THERAPY PROGRAM

Within a Catholic Franciscan University, with a tradition of service, caring and openness to all, broad intellectual background with career development, and encouragement of growth in self-awareness and in one's relationship to others and to God, the mission of Briar Cliff University's Doctor of Physical Therapy Program is to pursue academic excellence in preparing the next generation of physical therapists to practice autonomously and respond to patient and societal needs of the region, including the underserved, by restoring, maintaining, and promoting optimal movement, activity participation, and wellness of clients. By challenging students to provide skilled, reflective, ethical, legal, compassionate, culturally competent, interprofessional, evidence-based, and patient-centered care, graduates will be prepared to be effective leaders and health care providers within their communities and the ever-changing health care environment.

VISION OF THE DOCTOR OF PHYSICAL THERAPY PROGRAM

The vision of the Department of Physical Therapy at Briar Cliff University is to be recognized regionally as an outstanding physical therapy education program that prepares students of all backgrounds to be leaders and effective health care providers within interprofessional teams, their profession, and underserved clinical and community-based environments.

VALUES OF THE DOCTOR OF PHYSICAL THERAPY PROGRAM

Consistent with Briar Cliff University and the profession of physical therapy, the DPT Program is founded upon the core values of altruistic service, respect for others, cultural competence, and a relentless commitment to excellence. These values guide all Program initiatives from course content to hiring practices to student admissions and ensure that the mission, goals, and outcomes of the Program are achieved. An appreciation for the role of the Program as part of a larger community will prepare graduates to make significant contributions to the communities in which they live and serve.

GOALS AND DESIRED OUTCOMES OF THE DOCTOR OF PHYSICAL THERAPY PROGRAM

Goals

To uphold the Program's Mission, the Program will:

- P-1. ☑ Provide an innovative curriculum that prepares students to be autonomous and contemporary interprofessional practitioners, respond to patient and societal needs, and be leaders within their profession and communities.
- P-2. ☑ Promote the advancement of evidence-based physical therapy practice.
- P-3. ☑ Collaborate with local stakeholders to provide patient-centered initiatives that address the health-related challenges of the region.

To uphold the Program's Mission, the faculty will:

- F-1. ☑ Demonstrate a commitment to life-long learning and the advancement of contemporary expertise in the realms in which they teach.

F-2. ☑Serve as leaders and role models for students, graduates, and colleagues within the University, Siouxland community, and profession, including, but not limited to, the realms of community service, professional service, interprofessional collaboration, and scholarly activity.

In parallel with the Program’s Mission, upon completion of all requirements of the Briar Cliff University School of Physical Therapy, the student/graduate will be prepared to:

- G-1. ☑Practice physical therapy autonomously.
- G-2. ☑Provide health care services in underserved settings and/or with underserved populations.
- G-3. ☑Be leaders within their communities and profession.

Desired DPT Outcomes

Desired Outcome	Related Goal(s)
1. >80% of graduates will pass the National Physical Therapy Examination (NPTE) physical therapy board examination within the first take	P-1, G-1
2. >90% of graduates will ultimately pass the NPTE physical therapy board examination	P-1, G-1
3. Upon graduation, 100% of students will have reported interprofessional interactions with a minimum of three different professions	P-1, G-3
4. Prior to graduation, 50% of graduates will have submitted a scholarly abstract for peer review to a local, state, or national conference	P-1, P-2, G-3
5. Upon graduation, 50% of all graduates will have provided a minimum of 20 hours of service to populations outside of program requirements	P-1, P-3, G-2
6. Upon graduation, 50% of students will have voluntarily attended a district, state, regional, and/or national professional conference	P-1, P-2, G-3
7. Within 1 year of graduation, >90% of employer and patient respondents will provide positive feedback about the ability of graduates to safely and effectively restore, maintain, and promote optimal movement, activity participation, and wellness of clients	P-1, G-1
8. Within 1 year of graduation, >90% of employer and patient respondents will provide positive feedback about the ability of graduates to provide skilled, reflective, ethical, legal, compassionate, culturally sensitive, interprofessional, evidence-based, and patient-centered care	P-1, G-1
9. Within 1 year of graduation, a minimum of 10% of graduate respondents will participate in advocacy activities in which they educate clients and/or their family members, the public, healthcare professionals, third-party payers, and/or legislators about physical	P-1, P-2, G-3

therapy services, the availability and accessibility to services, and/or wellness, health promotion, and disease prevention initiatives	
10. Within 1 year of graduation, >80% of graduate respondents will develop and provide health and wellness education to clients and/or their family members, the public, healthcare professionals, third-party payers, and/or legislators	P-1, P-3, G-2, G-3
11. Within 3 years of graduation, >20% of graduate respondents will have practiced physical therapy within an underserved area	P-1, P-3, G-1, G-2, G-3
12. Within 3 years of graduation, >10% of all graduate respondents will have provided pro-bono services	P-1, P-3, G-1, G-2, G-3
13. Within 3 years of graduation, >20% of all graduate respondents will be members of the APTA	P-1, P-2, G-3
14. Within 3 years of graduation, >10% of all graduate respondents will have attended a district, state, regional, and/or national professional conference	P-1, P-2, G-3
15. Within 3 years of graduation, 100% of all graduate respondents will have participated in a minimum of 40 hours of continuing education	P-1, P-2, G-3
16. Within 5 years of graduation, at least 5% of all graduate respondents will have successfully completed a residency and/or fellowship, started an advanced degree, and/or obtained a specialty certification	P-1, P-2, G-1, G-3
17. At least 75% of core faculty members who are licensed physical therapists will have completed a residency and/or fellowship, achieved and/or maintained specialty certification, and/or obtained a terminal educational degree	P-1, F-1, F-2
18. 100% of core faculty members who are physical therapists will maintain membership in the American Physical Therapy Association (APTA)	P-1, F-2
19. At least 25% of core faculty members will hold a leadership position within a district, state, and/or national professional organization	P-1, F-2
20. 100% of core faculty members will participate in community-based service initiatives at least annually	P-3, F-2
21. 100% of core faculty members who are licensed physical therapists will mentor students in a clinical and/or community-based physical therapy setting at least annually	P-1, F-1, F-2
22. 100% of core faculty will participate in continuing education relevant to job duties at least annually	P-1, P-2, F-1, F-2
23. 100% of core faculty members will obtain a grant and/or publish or present at least two scholarly products within a peer-reviewed professional outlet every 2 years	P-2, F-2

SECTION IV: PROGRAM PERSONNEL and COMMITTEES

FACULTY CLASSIFICATIONS

All faculty must be assigned to a specific department. Core faculty, as defined below, may only be core in one department, but may hold an associated faculty member role, as defined below, in other departments. Associated faculty may hold positions within multiple departments.

Core faculty are defined as those who:

1. have at least 50% teaching, advising, and/or administrative workload within a specific department.
2. participate in service obligations made available through the same department.
3. participate in professional development and/or scholarly activities relevant to the same department.
4. have the responsibility and authority to establish academic regulations and to design, implement, and evaluate the curriculum of same department; and
5. have the authority to vote on issues pertaining to the same department.

Associated faculty members teach within a department, but do not meet all the criteria of a core faculty member. Associated faculty may be adjunct faculty, guest lecturers, or lab assistants within a specific department. Adjunct faculty are defined as those who teach greater than 50% of a course within a department. Guest lecturers are defined as those who teach less than 50% of a course within a department. Lab assistants are defined as those who assist with lab activities within a course.

DOCTOR OF PHYSICAL THERAPY COMMITTEES

STANDING PROGRAM COMMITTEES

For all standing committees, membership, selection of chairs, functions, and required meetings are listed below. For selection of membership, unless otherwise noted, voting will take place annually via nominations, and the selection will be based on a simple majority vote. Unless noted otherwise, faculty will be selected at the summer retreat, and students will be selected as liaisons to appropriate committees before August 31, via class vote. Students who serve as a liaison to a committee for their cohort should represent the voice of their cohort and do not have voting privileges. Chairs will be determined by committees, unless otherwise noted, during the summer retreat. If a faculty member must be replaced during the term, the Program Director will appoint an interim representative. If a student member must be replaced during the term, then the appropriate cohort will elect an interim person.

The Chair of each committee is responsible for scheduling meetings and reporting actions of the committee to the Committee of the Whole and providing meeting minutes to the Program Assistant. The Chair of each committee must notify membership of meetings at least 24 hours in advance, if possible. To conduct business, the committee must have a quorum of at least 50% of its members for voting purposes. For quorum purposes, this may include those attending via telecommunications. Time will be allotted in the curriculum for committees to meet.

Committee of the Whole

Membership: All Core DPT Faculty and Staff; Associated Faculty, as well as other University Administrators, Faculty, and Staff may participate, but as non-voting members; student representatives from the cohorts and clinic may participate in student portion of the meeting, but as non-voting members.

Chair: DPT Program Director, appointed by the Vice President of Academic Affairs

Function: Conduct general business of the Department, including, but not limited to, approving motions brought forth by other committees and planning for future endeavors.

Meetings: At least one time per month

Admissions

Membership: all core faculty, except the Program Director; student representatives may be requested participate in admissions activities but cannot be involved in decisions; a departmental Admissions Coordinator will be involved in recruitment and admissions activities but will not be involved in final acceptance decisions.

Chair: Core Faculty Member appointed by Program Director, with approval from the Provost

Function: Conduct all activities related to the admissions process, including, but not limited to, Determining admissions eligibility criteria, reviewing applications, conducting interviews, selecting candidates for admission, surveying candidates/students regarding the admissions process, and recommending policy changes to the Policy Committee.

Meetings: At least one time per semester

Assessment

Membership: a minimum of four individuals, including the Program Director/Policy Committee Chair/Curriculum Committee Chair, Assistant Program Director, Admissions Chair, and the Director of Clinical Education.

Chair: Assistant Program Director

Function: Carry all assessment activities, including, but not limited to, developing and conducting program, clinical education, graduate, alumni, employer, and patient surveys; triangulating data relevant to clinical education, curriculum, graduation rate, board passage rate, employment rate, and other CAPTE and University program analysis requirements; recommending policy changes to the Policy Committee, Clinical Education, Admissions Committee, and other committees, as appropriate.

Meetings: At least once per academic year

Awards and Leadership

Membership: a minimum of three individuals, including the Program Assistant/Special Events Chair, the Assistant Director of Clinical Education, and 1 Core Faculty Member selected by the Committee of the Whole

Chair: Core Faculty member selected onto the Committee

Function: Develop and carry-out application and internal awards and scholarship selection process, as well as secure and present awards and scholarships; make faculty aware and assist with the nomination of students, faculty, and clinical instructors for local, regional,

and national awards; make students, faculty, and/or clinical instructors aware of potential leadership opportunities locally, regionally, and nationally.

Meetings: At least once per academic year

Continuing Education

Membership: a minimum of three individuals, including the Program Director, Director of Clinical Education, and the Assistant Director of Clinical Education; the University's CIEPS Director should be involved with continuing education discussions.

Chair: Core Faculty member selected onto the Committee

Function: Plan continuing education events for clinical educators and stakeholders.

Meetings: At least once per academic year

Curriculum

Membership: a minimum of four individuals, including the Program Director/Policy Committee Chair, Director of Clinical Education, Assistant Program Director/Chair of Assessment, Admissions Chair, and 1 Core Faculty Member selected by the Committee of the Whole; student representatives may provide input from cohort but are non-voting members.

Chair: Program Director

Function: Oversee curricular model, including, but not limited to, determining need for redesigning courses and curriculum based on assessment data and CAPTE requirements, reviewing syllabi that have been significantly modified to make sure that the course continues to meet CAPTE and Program expectations, reviewing online courses to make sure they are meeting minimal University standards, coordinating cohort class and exam schedules, examining equipment needs, and recommending policy changes to the Policy Committee. In accordance with the Credit Requirements Policy passed by BCU's Faculty Senate in May 2025, accredited programs that require a specific number of credit hours and/or competency requirements to meet accreditation standards set by an external accrediting body are exempt from the credit cap policy, and review by BCU's Curriculum Committee and Senate is not required. The Program must follow curriculum review and approval processes aligned to the requirements designated by the accrediting and/or external regulatory agency, and The Office of Academic and Student Affairs reviews and approves these curriculum changes. Notice will be provided to BCU faculty regarding any curricular changes.

Meetings: At least once per academic year

Faculty and Staff Search (non-standing committee – as needed)

Membership: a minimum of three individuals, including a minimum of two Core Faculty members selected by the Committee of the Whole and the DPT Program Assistant; one student representative from each on-campus cohort may participate in events and provide feedback, but are non-voting members. If the position is the Clinical Education Assistant, then the Director of Clinical Education must be one of the Core Faculty members. If the position is the Program Assistant or the Program Director, then the Assistant Program Chair must be one of the Core Faculty members.

Chair: The Program Director will appoint one of the Core Faculty members voted onto the Committee. If the position is the Clinical Education Assistant, then the Director of Clinical Education must be the Chair. If the position is the Program Assistant or Program Director, the Assistant Program Chair must be the Chair, unless running for the position.

Function: Oversee various stages of the hiring process for core DPT faculty and staff, including, but not limited to, collaborating with the Program Director to develop a job announcement, working with Human Resources to post the announcement, reviewing applications, arranging and conducting the interview process, and making recommendations to the DPT Program Director, who will then complete the hiring process with the input of the President and Vice President of Academic Affairs.

Meetings: As appropriate and needed based on the number of DPT faculty and staff openings

Policy

Membership: a minimum of four individuals, including the Program Director/Curriculum Committee Chair, Director of Clinical Education, Assistant Program Director/Assessment Committee Chair, Admissions Committee Chair/Assessment Committee Chair, and Briar Cliff Clinic Faculty Representative; student representatives may provide input from cohort, but are non-voting members.

Chair: Program Director

Function: Includes, but is not limited to, reviewing and recommending DPT Program policy changes relevant to the curriculum, clinical education, research, CAPTE requirements, University policies, Pro-bono Clinic, etc.

Meetings: At least one time per academic year

Progress and Conduct

Membership: All Core Faculty; associated faculty and staff may be a part of the Committee but are non-voting members.

Chair: Program Director

Function: Includes, but is not limited to, overseeing academic progress and professional conduct of each student and recommending actions, if appropriate, for student cases that do not fall under university violations.

Meetings: As needed, but at least one time during each semester

Special Events

Membership: a minimum of three individuals, including the Program Assistant, Awards Chair, and Admissions Chair; student representatives may provide input from cohort and assist with activities, but are non-voting members; University officials/staff, CIEP, and HSC faculty may also be asked to participate in planning, but are non-voting members.

Chair: Program Assistant

Function: Oversee special events, including White Coat Ceremony, Hooding Ceremony, Donor Memorial, open houses, research presentations, and continuing education courses. Works with the DPT alumni association on alumni events.

Meetings: At least one time per academic year

ACAPT Representatives

Membership: two members, including the Program Director and the Director of Clinical Education. Proxys may be appointed by the Program Director.

Chair: No Chair Appointment

Function: Represent the DPT Program at ACAPT meetings and for voting purposes.

Meetings: Per ACAPT's schedule

STANDING PROGRAM ADVISORY BOARD

Membership: The Advisory Board members are appointed by the Program Director, with the input of faculty and current Advisory Board members, during summer retreat annually. The Committee consists of local and national physical therapist clinicians, educators, and researchers, as well as local and regional healthcare administrators and healthcare-related business professionals, University stakeholders, and health professionals from disciplines outside of physical therapy. The Board consists of at least eleven individuals, including at least 1 Briar Cliff graduate, the President of the DPT Alumni Board, and 1 community member. The community member will be appointed annually. Unless otherwise noted, members of the Advisory Board will hold staggered, 3-year terms, in which approximately 3-6 members will rotate annually.

Chair: Program Director as a nonvoting member

Function: The Briar Cliff University Doctor of Physical Therapy Program Advisory Board was developed to ensure that the Program's mission, goals, and curriculum accurately reflect best contemporary practice standards of the profession and that the Program meets the needs of the community. The Committee meets biannually and makes recommendations to the Program Director. These recommendations provide important outcome data related to the Program. In addition to internal Program review, the Program Advisory Board deliberates over the Program's current and future direction as it relates to the stated mission and goals, proposed CAPTE changes, and the profession's future. Ad hoc subcommittees, composed of experts in various areas, may be formed to provide recommendations related to their fields of expertise, such as equipment purchases or course material. Advisory Committee members may also be asked to assist with the admissions and/or Special Events Activities. Minutes from these advisory meetings reflect deliberation regarding these topics. Recommendations from the Committee are brought forth to the Core DPT Faculty during Committee of the Whole meetings.

Meetings: At least biannually

STANDING PROGRAM ALUMNI BOARD

Membership: At least one graduate from each cohort, with a maximum of five from a single cohort, and a minimum board size of five alumni. Alums are appointed during the summer of each year by the Program Director, with feedback from the current alumni board, faculty, and staff. The terms are 2 years that may be renewed. DPT Program Director, Director of Clinical Education, Program Assistant/Special Events Chair may attend meetings as non-voting members. Core faculty members may not sit on the Alumni Board.

Chair: President of the Board is voted on annually during a fall meeting by members of the Alumni Board via simply majority. Chair responsibilities are listed in the Alumni Board policies.

Sub-Committees: Please see Alumni Board policies, but standing Committees include PR and Special Events, Assessment, and Outreach.

Function: Represent DPT Alumni Board on the DPT Advisory Board, assist in maintaining a database of graduates, helps promote DPT events, assists with alumni newsletter, help plan alumni events, including continuing education and reunions, maintains an alumni social media page, helps contact alumni regarding post graduate surveys, assists in fundraising, assist and identify new clinical education sites, and helps to identify individuals to assist in the Briar Cliff Clinic.

Meetings: At least biannually

BRIAR CLIFF CLINIC BOARD

Briar Cliff University faculty support and advises the students that operate and manage the Briar Cliff Clinic. Please refer to the Briar Cliff Clinic Handbook for details regarding the composition and duties of this Board.

SECTION V: PROFESSIONAL STANDARDS

APTA CODE OF ETHICS FOR THE PHYSICAL THERAPIST

Please see:

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Ethics/CodeofEthics.pdf

APTA STANDARDS OF PRACTICE FOR PHYSICAL THERAPY

Please see:

https://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Practice/Standards.pdf

APTA VISION STATEMENT OF THE PHYSICAL THERAPY PROFESSION

Please see:

<http://www.apta.org/Vision/>

LICENSURE LAWS

IOWA BOARD OF PHYSICAL AND OCCUPATIONAL THERAPY

Please see:

<https://idph.iowa.gov/Licensure/Iowa-Board-of-Physical-and-Occupational-Therapy>

SECTION VI: CURRICULUM

CURRICULAR PHILOSOPHY

Consistent with the missions of Briar Cliff University and the DPT Program, as well as the vision of the American Physical Therapy Association (APTA), the primary philosophical orientation of the Doctor of Physical Therapy Program emanates from four primary tenants:

LEARNING-CENTERED EDUCATION

The Doctor of Physical Therapy Program emphasizes a curricular structure that is individualized and learner centered. Implicit in its framework is an appreciation of individual student learning styles. Kolb describes a model of learning that begins with a concrete experience followed by reflective observation, abstract conceptualization, and concluding with active experimentation. In clinical practice, physical therapists learn through a process remarkably like that described by Kolb. The objective of the overall curricular structure and individual course structure is an explicit consideration of the learning style that is represented throughout each endeavor and to choose the experiences that best represent the pre-existing individual learning styles of the students. Paramount to philosophical orientation is the need for educators to possess a relentless preoccupation with the welfare of their students as equally contributing partners on a journey toward enhanced knowledge and understanding.

In her book Learner-Centered Teaching, Weimer describes the role of the teacher as more facilitators who guide students through meaningful learning experiences, rather than being prescriptive in teaching. At the same time, the responsibility for learning shifts from the teacher to the students. With students, the teacher creates learning environments and opportunities that integrate multiple learning preferences and motivate students to accept responsibility for learning. Evaluation also shifts from assigning grades to including constructive feedback and assessments to help improve.

PERFORMANCE-BASED EDUCATION

A graduate physical therapist must achieve clinical competence. With achievement of licensure as the minimum requirement and expert, competent, clinical care as the expectation, graduates of the program will develop the knowledge base and clinical skill to practice effectively and autonomously. The content and organization of the curriculum is performance-directed and engenders a philosophical orientation toward competence in clinical practice. The knowledge base and essential skills required to enable graduates to practice competently and autonomously will serve as the preeminent criterion for inclusion in the curriculum. Teaching initiatives focus on the specific development of the cognitive, affective, and psychomotor domains of learning. Integrated clinical experiences help translate didactic work to the clinical setting and ensure that a student is safe to practice physical therapy skills with a patient and potentially less supervision during long-term clinical experiences.

COMMUNITY-CONSCIOUS EDUCATION

Incumbent of the physical therapist professional is the ability to see beyond oneself and serve others altruistically. To empathetically view experiences from different perspectives is an imperative mandate for all health care professionals. The philosophical orientation of Briar Cliff

University strives to expand each student's appreciation of those who are different and serve others. Many deliberate and sustained experiences, including through integrated clinical courses, provide opportunities for students to develop cultural competence and value serving the underserved.

DOCTORAL PROFESSIONAL EDUCATION

A doctor may be defined as "a person who has earned the highest academic degree awarded by a college or university in a specified discipline." As members of a doctoring profession, graduate physical therapists must attend to the personal requirements and professional responsibilities associated with their entrance into a professional doctorate profession. This includes the ability to altruistically serve those in need and provide expert care found on the best current evidence. As Doctors of Physical Therapy, graduates will appreciate their role as leaders within the health care community and be fully equipped to pursue their rightful place as autonomous professionals in the service of those in need. As citizens of a larger community, graduates will be prepared to practice ethically, and in accordance with professional documents and guidelines, for the better good of humankind in clinical practice, community service, academic endeavor, and scientific inquiry.

CURRICULAR MODEL

The Program's curricular model is best described as a "hybrid" model that combines a traditional, systems-based, life-span-based, and modified problem-based approaches to professional education. The curricular structure is designed with the intent to allow students to progress from foundational to complex concepts, which culminates in empowering students to become independent problem-solvers in the presence of ambiguity. Active learning represents a significant component of the curriculum that includes an emphasis on connecting the clinic to the classroom, lab-based coursework, peer-mentoring in the classroom and clinic, and student assignments that require engagement and collaboration. Structured and varied experiences of sufficient depth and breadth, including early and frequent exposure of students to clinical experiences with expert mentorship, allow for the acquisition and application of essential knowledge, skills, attitudes, and behaviors.

The traditional aspect of the curriculum begins with a solid foundation in the basic sciences and behavioral sciences, which serves as the foundation upon which clinical science and practice pattern courses are built. Within the basic science curriculum, courses build upon one another, including sometimes being blocked within the same semester. For example, a student takes anatomy in the semester before taking physiology, then physiology in the same semester, but before taking pathophysiology. Following completion of basic and behavioral science coursework, students move into basic clinical and evidence-based practice coursework. Evidence-based educational principles are also a foundation of the curriculum.

As a student has successfully gained the necessary foundational and basic clinical sciences knowledge and skills, a systems-based model becomes more prominent. The systems-based model uses the systems-based practice patterns of physical therapy, as described in the

Physical Therapy Guide to Practice (musculoskeletal, neuromuscular, cardiopulmonary, and integumentary). At this point in the curriculum, students gain knowledge and skills related to the roles of physical therapy in addressing specific impairments and functional limitations related to each practice pattern. After completing all practice pattern courses, students can expand their knowledge and take specialty elective courses. Regardless of whether it is a traditional practice pattern course or a specialty elective course, students are given additional authentic, contemporary learning experience through the integrated clinical experiences, which connect the classroom to the clinic.

When the student is in their final semesters of didactic coursework, and has completed all basic, behavioral, and clinical science classes, including practice pattern courses, life-span-based and modified problem-based models of learning emerge. Students will take capstone courses related to geriatrics, pediatrics, orthotics and prosthetics, and differential diagnosis that require the ability to integrate information from previous courses, including the four practice patterns. The differential diagnosis course will include case-based learning to assist the student in moving to higher levels of Bloom's taxonomy, in preparation for long-term clinicals, and autonomous practice.

CURRICULAR TRACKS

As noted above, the Program's curriculum has Foundational Behavioral and Biomedical Sciences Track that leads into the Evidence-Based Practice Track and Patient/Client Management Track. Towards the end of the Patient/Client Management Track, students enter capstone courses and specialty electives. Starting in Semester 3, clinical education is incorporated into Patient/Client Management Track, including clinical correlation courses, which lead to long-term clinical experience. These tracks serve to provide overall structure, provide appropriate prerequisite requirements, and ensure integration of important content. Within each of the curricular tracks, content is presented in a fashion that proceeds from foundational to more complex.

Please see <https://www.briarcliff.edu/current-chargers/academics/dpt-program-curriculum> for the BCU DPT Program Curriculum and sequence.

COURSE PREFIXES

Courses prefixed with HSC are housed and managed under the Department of Health Sciences. All health science courses are interprofessional and may be taken by multiple disciplines. Within the HSC courses, there may be discipline specific sections to meet educational standards of the various programs. Program Directors of any departments/disciplines that have students within the health sciences courses should be consulted and must approve of curricular process to maintain accreditation standards (i.e., curricular schedule, credits, appropriate faculty, syllabi, etc.). Any changes to these designations need to be approved by all the departments involved for accreditation purposes.

Rehabilitation Courses are under the Department of Physical Therapy. Rehabilitation courses are delineated by the RHB prefix. Within the RHB courses, there may be discipline specific sections to meet educational standards of the two programs. Program Directors of the two departments should consult and approve curricular processes to maintain accreditation standards (i.e., curricular schedule, credits,

appropriate faculty, syllabi, etc.) Any changes to these designations need to be approved by both departments involved for accreditation purposes.

Courses prefixed with DPT are housed and managed under the Department of Physical Therapy. These courses may only be taken by students enrolled in the DPT Program.

Policy, curriculum, and other decisions that affect HSC and RHB courses must go to an interprofessional committee for approval.

INSTRUCTIONAL METHODS

Many instructional methods are used throughout the Program to meet student needs and achieve expected student outcomes. The overarching philosophy of the Program is to engage each student as an active participant in the process of learning through learning experiences that place the onus of learning on the student. Within this learner-centered paradigm, the instructor facilitates and guides the student toward greater levels of knowledge and skill, while the student takes the lead and responsibility for the attainment of new knowledge. The primary purpose of the learner-centered paradigm is for the instructor to create environments and experiences that bring students to discover and construct knowledge for themselves. In-classroom instruction is considered only one of many opportunities for learning. Within this model, the process of learning may be divided into three distinct phases:

- 1) Preparation for the learning phase, designed to prepare students for the active learning experience.
- 2) Active learning phase, which focuses on developing skill through practice.
- 3) Evaluation of learning phase, which ensures that learning has occurred and reinforces the learning.

The calendar is established so the student has time to participate in classes and integrated experiences. The instructors expect that students will prepare before coming to class, including reading notes and supplemental materials. The instructors lead learner-centered activities to solidify the students' understanding of the main points and for students to engage through questions on concepts they may be unclear on. Learner-centered activities are followed up by experiential labs, which apply cognitive knowledge to psychomotor learning. Furthermore, the student may participate in an integrated clinical experience, incorporating concepts taught in the classroom and lab. This type of teaching and learning fortifies lessons from traditional teaching strategies.

Within the Program, there is a consistent emphasis on connecting the classroom to the clinic and community settings. In Semester 3, students, with supervision, will perform newly learned patient management and screening skills on actual patients in the educational facility's clinic and the community during the clinical integration course. From that semester on, students will participate in a 1-2 credit integration course per semester. Following the conclusion of all didactic coursework, there is a series of multiple 8-week clinical education immersion experiences in a variety of settings. One clinical education immersion experience is required in

a medically underserved area in accordance with the program's mission. Prior to going onto 8-week clinicals, students must demonstrate appropriate cognitive knowledge and practice safe psychomotor skills via passing comprehensive written exam and practical.

The curriculum emphasizes the importance of repetition in facilitating the attainment of new knowledge. Content progresses from foundational to more complex. Teaching methods address the affective, cognitive, and psychomotor domains and are developed to address each student's varied learning styles. Opportunities for active engagement, which places the onus of learning on the student, will result in the creation of authentic knowledge. Evaluative criteria used to assess student learning are consistent with the way the content was taught and applied. Faculty adhere to pedagogical constructs that represent excellence in teaching, explore innovative strategies to active learning, and develop skill in meeting the individual needs of students with varied learning styles and abilities.

EVALUATION OF STUDENT LEARNING

In addition to evaluating student performance for competence and safety, an important aspect of student learning is empowering instructors and their students to improve classroom learning quality. Faculty can use assessments to refocus their teaching to help students make their learning more efficient, effective, and meaningful. Evaluation of student learning must be learner-centered, teacher-directed, mutually beneficial for teacher and student, formative rather than summative, context-specific, ongoing, and rooted in good teaching practice. Assessment is a five-step continuous cycle which includes:

- establishing learning goals,
- providing learning opportunities,
- assessing student learning,
- triangulating results with course, graduate, employer, and board assessments, and
- using the results to improve student learning.

Throughout the Program, evaluation strategies are viewed as an ongoing process that requires the collaborative effort of both instructor and student. Assessment tools used throughout the Program are periodically evaluated to ensure alignment with student learning outcomes, so they will assess and enhance student learning. Instructors should triangulate classroom evaluations with data collected by the Assessment Committee from the National Physical Therapy Examination, employers, and graduates. To improve the accuracy of the tools used to assess student learning, the following strategies are used throughout the curriculum: making course objective and assignment requirements clear, teaching what we are assessing, collecting more than one kind of evidence, writing rubrics for assignments, making sure assignments explicitly relate to learning goals and objectives, asking colleagues and the Curriculum Committee to review drafts, scoring students fairly, and evaluating and utilizing the outcomes from assessment efforts in future teaching. In every evaluative strategy that is adopted, the

overarching principle is to make assessment authentic, which includes creating assignments that: are realistic, complex, and simulate real-life situations.

PRACTICAL EXAMINATIONS

Each student must pass Clinical Correlations practical examinations. Student assessment of cognitive, affective, and psychomotor knowledge and ability during practical examinations elevates the importance of these experiences throughout the curriculum. For this reason, students must demonstrate the ability to successfully pass all Clinical Correlations practical examinations. If a student fails a practical exam, the Program has instituted a practical examination re-take policy, which requires a student to pass each Clinical Correlations practical examination within two re-take attempts (3 times total). Students unable to pass the practical exam within three attempts will fail the respective Clinical Correlations course in which the exam is required and will be unable to proceed through the curriculum. For the Clinical Correlation practicals, the minimum passing grade for all practical examinations within the DPT Program is set according to a rubric, based upon CPI expectations, for the respective level of the student. For individual course practicals, faculty may set specific criteria.

Students will take the comprehensive practical examination after the successful completion of all required didactic coursework as part of their final Clinical Correlations course. The purposes of the comprehensive practical examination are as follows:

- To determine students' knowledge in all areas of content contained within the curriculum.
- To determine students' knowledge in all the major practice patterns, including musculoskeletal, neuromuscular, cardiopulmonary, and integumentary
- To determine students' understanding of the impact of issues related to impairment, functional limitations, and disability across the lifespan.
- To facilitate student preparation for the National Physical Therapy Examination (NPTE) toward achievement of a passing score.
- Ensure student is safe to practice with patient during long-term clinicals. Each student must achieve a passing score of at least 75% (between Intermediate and Advanced Intermediate performance) on all areas of the exam, and have no safety concerns, to advance to third-year clinicals.

COMPREHENSIVE EXAMINATION

Each student must pass the Clinical Correlations Comprehensive Examination prior to their third year of clinical educational experiences. The examination will assess cognitive knowledge acquired throughout the program via a mock board examination. Students must achieve at least 60% on the comprehensive exam. If a student fails the comprehensive exam, the Program has instituted a re-take policy, which requires the student to pass the examination within two re-take attempts (3 times total). Students unable to pass the comprehensive exam within three attempts will fail the respective Clinical Correlations Course and cannot proceed in the curriculum, including clinical education.

THIRD-YEAR CLINICAL EDUCATION EXPERIENCES

A student must pass all didactic courses, including practical examinations and the comprehensive examination, in the DPT Curriculum and have a cumulative 3.0 GPA to progress onto full-time, long-term clinicals. A student will be dismissed from the DPT Program if they do not have at least a 3.0 cumulative GPA by the end of the spring semester of the second year of the DPT Program. In addition, the faculty must unanimously approve that each student has demonstrated the knowledge, skills, and safety necessary to be safe and successful as a long-term clinical education student.

**SECTION VII:
UNIVERSITY
STUDENT POLICIES/
HANDBOOKS**

BRIAR CLIFF UNIVERSITY'S STUDENT HANDBOOK

Briar Cliff University's Student Handbook and Catalogue provide valuable information regarding expectations, policies, procedures, and resources. Students are expected to know, understand, and abide by policies and procedures set forth in these manuals.

The University's Student Handbook contains information, policies, and/or procedures on student conduct, emergency procedures, financial aid, residential life and auxiliary services, and policies specific to graduate students.

The University's Student Handbook is accessible via <https://www.briarcliff.edu/about/our-story/accreditation-and-policies/student-handbook> There is also a link to it via the DPT Department's webpage, under Manuals & Policies: <https://www.briarcliff.edu/current-chargers/academics/doctor-of-physical-therapy>.

BRIAR CLIFF UNIVERSITY'S CATALOGUE

The University's Catalog is designed for undergraduate and graduate students. The Catalog contains information about the University and the Briar Cliff Community; listings for Board of Trustees Members, Faculty, and Emeriti Faculty; and information, policies, and procedures for both undergraduate and graduate students related to admissions, cost, financial aid, graduation requirements, and areas of study.

Annual academic catalogs may be found via <https://www.briarcliff.edu/future-chargers/admissions/registration>. There is also a link to it via the DPT Department's webpage, under Manuals & Policies: <https://www.briarcliff.edu/current-chargers/academics/doctor-of-physical-therapy>.

BRIAR CLIFF UNIVERSITY'S ADVISING HANDBOOK

Information on academic advising may be found in the University's Academic Advising Handbook, located via a link on the DPT Department's webpage, under Manuals & Policies, at <https://www.briarcliff.edu/filesimages/Current%20Chargers/Academics/Graduate%20Programs/Doctor%20of%20Physical%20Therapy/Briar%20Cliff%20University%20Academic%20Advising%20Handbook.pdf>

DEPARTMENT OF PHYSICAL THERAPY CLINICAL EDUCATION HANDBOOK

The Clinical Education Handbook contains information and policies relevant to clinical education. There is a link to it via the DPT Department's webpage, under Manuals & Policies, at <https://www.briarcliff.edu/current-chargers/academics/doctor-of-physical-therapy>, or it may be accessed via <https://www.briarcliff.edu/current-chargers/academics/dpt-program-clinicals>.

DEPARTMENT OF PHYSICAL THERAPY CLINIC HANDBOOK

The Clinic Handbook contains information and policies relevant to the Briar Cliff Clinic. Information may be found via a link on the DPT Department's webpage, under Manuals & Policies, at

<https://www.briarcliff.edu/filesimages/Current%20Chargers/Academics/Graduate%20Programs/Doctor%20of%20Physical%20Therapy/Pro%20Bono%20Handbook%202022.pdf>

DEPARTMENT OF PHYSICAL THERAPY EMERGENCY ACTION PLAN HANDBOOK

The Department has established a medical emergency action plan in which procedures related to weather emergencies, active killer, mass casualty incidents, cardiovascular emergencies, diabetic emergencies, acute asthma attacks, fractures, blood borne pathogen exposure, allergic reactions, and seizures, as well as reporting, are defined. The handbook may be found via a link on the DPT Department's webpage, under Manuals & Policies, at <https://www.briarcliff.edu/filesimages/Current%20Chargers/Academics/Graduate%20Programs/Doctor%20of%20Physical%20Therapy/Briar%20Cliff%20Clinic%20EAP%202022.pdf>

**SECTION VIII:
STUDENT
RECRUITMENT,
ADMISSIONS,
RETENTION,
GRADUATION**

RECRUITMENT

The DPT Program collaborates with the Office of Enrollment Management, University Relations, and their marketing department for direct and indirect recruitment. Since the Program gives preference to students who attended Briar Cliff University, it is important to assist with recruitment efforts starting with high school age students and their parents. Although admissions is the main duty of the Admissions Coordinator is to oversee recruitment activities for the Program, all core faculty should be willing to assist in recruitment activities, as needed, including, but not limited to, meeting with potential applicants and their families, speaking at undergraduate conferences or at related college programs, participating in high school recruitment days, providing on-campus and virtual tours of facilities, and serving as secondary advisors for undergraduate pre-physical therapy students. These activities can be counted towards service to the University and Program.

Other recruitment strategies include participating in the Physical Therapy Centralized Application Service (PTCAS) to increase the visibility of the Program for prospective applicants, as well as elevating the profile of the Program with clinicians and throughout the community. A positive rapport with local clinicians who allow undergraduate students to shadow under them and inform the public of current events associated with the DPT Program are good indirect marketing strategies.

For identifying qualified candidates with proven records of academic performance, the DPT Program may explore the development of articulation agreements with regional four-year accredited universities. Students from articulating schools must have met various standards and submitted their application by a certain date to be guaranteed an interview. The guarantee of an interview does not guarantee admission into the cohort.

FINANCIAL TRANSPARENCY

Per CAPTE requirements, the Program will post an updated CAPTE approved student financial fact sheet annually by August 1 for potential students to be informed about program costs and average debt of students who recently graduated from the Program.

ADMISSIONS

TECHNICAL STANDARDS

Policies and Procedures related to Technical Standards may be found in Appendix A, and via the Program's website, under Technical Standards: <https://www.briarcliff.edu/current-chargers/academics/doctor-of-physical-therapy>.

PREREQUISITES

The Program's prerequisite courses for admission meet and exceed the position of the Academic Council of the APTA (Position: Standard Prerequisite Course for Admission in Entry Level Physical Therapist Education Programs) from October 2012. The Council supported the standardization of prerequisite requirements for the purpose of assisting program applicants in

achieving required courses as they apply to multiple programs and for the purpose of assisting preprofessional institutions with program development. The list of courses recommended by the council is consistent with information presented in a publication by Lake, et al. and the prerequisites listed on PTCAS Course Prerequisites (<http://www.ptcas.org/Coursework/>). An additional rationale for the choice of these prerequisite courses was obtained following close analysis of the pre-admission course requirements of other regionally accredited DPT Programs. Upon examination of the various sources, these courses would provide the foundational knowledge for biomedical science, behavioral science, and evidence-based practice courses delivered in the first two semesters of the Program. Please see the Program's website, under Course Prerequisites: <https://www.briarcliff.edu/current-chargers/academics/doctor-of-physical-therapy>.

The Admissions Committee shall review the prerequisites and make recommendations to the Committee of the Whole before March 1 of each year. The modifications, as appropriate, are based on assessment data, University requirements, and professional documents/literature.

SPECIAL CONSIDERATIONS RELATED TO ADMISSIONS:

Protection of Applicant Rights and Fairness during the Admissions Process:

Throughout the admissions process, each applicant's rights are protected, and procedures ensure that all applicants will have equal opportunity. All admission decisions are based upon the strength of each applicant's total application profile and in no way are related to the applicant's race, color, creed, religion, national origin, ancestry, citizenship, gender, sexual orientation, age, or disability. Policies and procedures are in alignment with those established by Briar Cliff University.

To uphold checks and balances, the Program Director is not involved in Admissions Committee decisions so that if a complaint about the process is made by an applicant, the Program Director can review the applicant's file independently and make a final decision.

A file for each applicant will be maintained within WebAdmit for at least one year. For those enrolled in the Program, applications, and other pertinent student information, are maintained as a digital and physical record in departmental records storage. Admissions data are published in aggregate with no identifiable student information provided. Admissions data are also used to assess Program outcomes and may be used in disseminated publications or presentations, without individual information.

PROCEDURES FOR REGULAR ADMISSIONS PROCESS

Applications are accepted from the opening date of PTCAS until the deadline determined by the Admissions Committee each year. Qualified applicants, who apply after a full class has been accepted, are placed on a waiting list. Applicant ranking on the waiting list is subject to the selection criteria.

For those applicants that are still completing prerequisite courses, no more than two prerequisite courses may be taken in the spring semester of the year that the cohort starts.

Acceptance of Advanced Placement (AP) courses will be considered by the Admissions Committee on a case-by-case basis. Credit must appear on the official college transcript and be equivalent to the appropriate college-level coursework for the AP credit to be considered. Each prerequisite course must have a minimum grade of a 'C.' No grade of 'C-' or below will be accepted in prerequisite coursework. The prerequisite GPA must be ≥ 3.0 as calculated by PTCAS. If an individual applies with a prerequisite GPA below a 3.0, they can be admitted into the program with special review and approval from the Program Director. At their discretion, the Admissions Committee may ask the Program Director for a special review if they feel it is warranted.

Two letters of recommendation are required. One letter must come from a practicing physical therapist while the other required letter must come from a course instructor. Other letters may be submitted and could come from an academic advisor, an employer, or clergy. The Admissions Coordinator determines if the reference meets the specified criteria. If the reference does not meet the criteria, the Admissions Coordinator notifies the applicant to submit another recommendation.

International Student Admission:

International students who will be graduating from a fully accredited university per the United States Department of Education with a bachelor's degree are welcome to apply to the professional DPT Program. International students applying to the program must fulfill the requirements of the "Technical Standards" document (Appendix A). The University uses the Student and Exchange Visitor Information System (SEVIS) to facilitate compliance with regulations set forth by the United States Citizen and Immigration Services (USCIS).

Admission requirements for prospective international students are identical to those for all students. In addition, all students who are non-native English speakers or are from a country where English is not the official language will be required to provide proof of English proficiency. The CIA world fact book website will be used for verification if the student's country of origination is considered English-speaking. To provide evidence of English Proficiency, students must take the Test of English as a Foreign Language (TOEFL) and achieve a minimum score of 550 for the paper-based test, 190-213 for the computer-based test, or 75-80 for the internet-based test to be considered for admission. Information about the TOEFL and registration can be accessed at www.ets.org. If a student has had at least two consecutive years of education in an American high school or institution of higher education, the TOEFL requirement may be waived. A transcript from the American school should suffice for proof, unless otherwise determined by the Admissions Committee.

If accepted into the program, international students must be enrolled as full-time students. The American government requires that all foreign students be financially qualified to enter the United States and enroll at Briar Cliff University. International students must complete the Foreign Student Financial Statement. Students must provide documentation that they have sufficient funds available to them amounting in total cost of attendance (tuition, room, board, fees, books, health insurance, travel, and personal expenses) for at least the first year of study

at Briar Cliff University. Once accepted and once adequate financial documentation is received, Briar Cliff University will create an Initial Form I-20 to be mailed to the student's home address as indicated on the International Application. Once the student receives the package, they must follow any home-country approval processes and must make an appointment with the American Embassy or Consulate in their home country to apply for an F-1 visa. The student's I-20, acceptance letter, and copies of all documents requested by the American Embassy or Consulate are needed to support the student's F-1 visa application. There is a fee to be paid to apply for an F-1 student visa. Students are encouraged to check with the American Embassy or Consulate in his/her country of origination for details and specific requirements. Students are also responsible for paying all SEVIS fees prior to their appointment at the American Embassy or Consulate. The International Student Admissions Counselor at Briar Cliff may require other documentation, such as health and wellness documents and proof of received vaccines prior to arrival on campus. Once the F-1 student visa is approved, the student will be responsible for making travel arrangements that allow him/her to arrive to the United States in time for orientation at the beginning of July of the year they are to enroll. During the first week of class the student must provide a copy of his/her passport and I-94 card to the Department of Homeland Security.

Transfer of Credits into the Program

The policy for the transfer of credit into the DPT Program will comply with the policies used by other graduate programs within the University. Transfer students wishing to enter the DPT Program must apply in the usual cycle of admissions and must meet all other requirements to gain entrance into the University. A student must have been accepted into the DPT Program and met all admissions requirements to transfer credits. The assumption is made that transfer students have maintained satisfactory academic progress at the time of admission. Transfer of credits by students who are currently enrolled in a DPT Program that has failed to achieve accreditation will be considered on an individual basis. This transfer policy will ensure that there are no gaps in the education of transfer students and that the curricular framework of the Program is preserved. Exceptions to the credit transfer policy will be considered by the Program Director individually.

Nine credit hours of graduate course work with a minimum grade of 3.0 on a 4.0 scale in each course may be transferred into the graduate program from another accredited institution if they meet the requirements of the graduate program, have been completed within five years of acceptance into the program, and with the approval of the Program Director. Transfer courses must be from an accredited university with a CAPTE-accredited DPT Program, and the student must have earned a minimum grade of "B" to receive transfer credit. Transfer credits and GPA accepted at Briar Cliff are counted toward the total attempted credits/cumulative GPA in determining satisfactory academic progress compliance. The courses must be equivalent to appropriate courses within the DPT Program at Briar Cliff University, which will be determined by the DPT Admissions Committee after reviewing the content of prior coursework. An official transcript indicating the grade received, and a complete course description or syllabus must be forwarded to the Program Director. After all the required information has been forwarded, transfer credits are reviewed and approved by the DPT Program Director and the University

Registrar.

Deferment

There may be an extenuating circumstance that impacts a student's ability to accept admission into the professional DPT Program, including military duty. In such cases, students may choose to defer their acceptance into the DPT Program. If such a situation arises, the following process will be implemented:

- A student who has been accepted into the Program yet desires to defer their admission will provide written notification of this decision, including an explanation, by May 1 for the anticipated summer semester to be offered a deferment. Notifications received after this time will not be accepted for deferment.
- The DPT Program Admissions Committee will review the letter and determine if the student's explanation sufficiently describes the reason for deferment and if the reason meets the Program's criteria for deferment. The Admissions Committee Chair will contact the student directly if clarification is needed.
- A student will receive a one-year deferment of their admission into the Program due to any of the following reasons: death in the family, personal or immediate family relative serious health concerns, financial hardship beyond that which can be addressed through financial aid, other catastrophic or life changing events, military duty. Students may be asked to provide supporting documentation verifying the reason for the request (i.e., a letter from the physician or military).
- This deferment will only be offered for up to one year beyond which the student will forfeit their acceptance into the Program. Students are not prohibited from re-applying to the Program in the future.
- For a student to confirm his/her deferment, he/she must pay a deposit fee to secure their position in the Program the following year.
- The decision by the DPT Admissions Committee will be communicated to the student in writing by the Admission's Committee Chair and placed into the applicant's file.
- When a deferment is offered, the next student on the waiting list will be offered admission into the Program.

Technical Standards and Essential Functions

Please refer to Appendices A for Technical Standards a. A student who is unable to perform these functions with reasonable accommodation, for whatever reason, will also be unable to fulfill the demands of a practicing physical therapist. In such cases, the students will be counseled toward a career path that is better suited for individual talents.

Briar Cliff University's Doctor of Physical Therapy (DPT) program is committed to equal opportunity for all qualified applicants and students. The following technical standards outline the essential abilities required for admission and progression in the Program. These standards ensure that students have the physical, cognitive, and behavioral capabilities necessary to complete the rigorous academic and clinical components of the curriculum and to competently perform the duties of a physical therapist with or without reasonable accommodations.

Consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), we do not discriminate on the basis of disability. We encourage applicants who may require accommodations to engage in an interactive process with the Office of Accessibility Services. Reasonable accommodations will be provided in accordance with the Americans with Disabilities Act (ADA), but students must be able to perform the technical standards of a physical therapist independently or with reasonable accommodations.

RETENTION AND PROGRESSION

The DPT Program helps students identify and address specific deficits in knowledge, behavior, and skills. As an adult learner, and in keeping with the learner-directed philosophy of the Program, it is the student's responsibility to identify areas of deficiency and develop a plan for resolution. Progression activities designed to assist students in overcoming deficits observed in student knowledge, behavior, and skill are both formal and informal. When deficits in student performance are observed by an academic or clinical faculty member or by the student's academic advisor, the DPT Program provides timely assistance to support students in maintaining or returning the student to good academic standing within the Program. When a concern in knowledge, skill, or behavior is identified, and upon consultation with the core faculty, the student's Academic Advisor and/or Program Director invites the student to meet with the Progress and Conduct Committee. The Committee provides the primary mechanism by which the Program develops a formalized plan, to assist students in addressing concerns that are identified throughout the Program. Upon meeting with the student, and considering all factors related to the concern that has been identified, the Committee develops a plan and informs both the student and the full DPT Core Faculty of the parameters of the plan.

Each learning contract varies and is designed to address each student's specific needs. These contracts, which are explained below, are designed to address each deficit through supplementary instruction and/or remediation that ideally results in evidence that each concern has been resolved. In addition to the departmental support services, students with identified concerns in knowledge, skill, and/or behavior may also be required to meet with additional University support. Students who do not comply with required learning contracts, who commit egregious acts, or who continue to display unprofessional behavior may be dismissed from the program.

Three specific types of learning contracts may be established by the Committee to achieve these objectives:

- A Professional Plan is a contract between a student and the faculty. It may be written

where improvements have been identified in the classroom and/or clinical setting that could put a student at risk for not achieving Program expectations or requirements in the future.

- A Progression Plan is an in-process contract between a student and the faculty when a student is not meeting expectations and requirements during a semester. Any DPT student with a course grade of B- or below, or an F grade in a pass/fail course, at the point when 20% or more of a course has been graded, may be placed on a progression plan.
- An Action Plan is a contract between a student and the faculty which may be used when a student has failed to meet Program expectations and requirements and is on Academic Probation. The action plan is designed to outline the tasks, requirements, and expectations that must be accomplished, including time frames, by the student to be removed from probation and reinstated to good standing within the Program. Action plans may require the student to perform tasks that are beyond general Program requirements, such as auditing courses, engaging in clinical observation, and/or meeting regularly with academic or clinical faculty, among others. A student on probation may not be able to proceed within the curriculum unless he/she successfully executes the specific requirements that have been outlined in the Action Plan.

PROFESSIONAL BEHAVIORS

The Program places a high priority on the development of student professional behaviors. This is evidenced in several ways throughout the Program, including clinical experiences. At all times, students of the DPT Program are representatives of their class, the DPT Program, the University, and the profession of Physical Therapy. Students are expected to uphold standards consistent with professional documents and norms within and outside of the classroom, including social environments. The image of the University, the Department, and students can be destroyed by inappropriate behavior. Students who exhibit behaviors that are unprofessional may be required to meet with the Progress and Conduct Committee as described above, which may result in a learning contract, probation, and/or dismissal.

Recognizing that true professionalism is the integration of knowledge and skill with altruistic attitudes, values, and behaviors, the DPT Program expects its students to develop the dispositions of competent and compassionate health care professionals and requires that they behave in a manner that always brings honor on their profession. In keeping with this philosophy, faculty will act consistently and officially to guide students towards acceptable behaviors, and to take corrective action in the event of repeated or serious infractions of expected professional conduct. Upon the witnessing of behavior that is in conflict with that articulated in Departmental and profession-based documents outlining expected behaviors (e.g., professional Code of Ethics, HIPAA, Student Handbook, etc.), but which falls short of academic or non-academic misconduct, a faculty member shall submit a professional behavior citation to the DPT Progress and Conduct Committee.

If a student's behavior is found to be egregious, the student may not be offered the opportunity to further progress within the Program and, depending on the offense and University policies, may be immediately dismissed from the Program, with or without the option to reapply later. Egregious behaviors consist of any behavior in which a student knowingly disregards Program and/or University policies, resulting in a situation which places themselves, other students, faculty, or patients/clients at risk for harm. Unsafe practices may be one manifestation of an egregious behavior; however, unsafe practice may also be an indicator of profound deficits in student knowledge and/or skill. Within the Program, unsafe practice is considered a serious offense and managed with fervent diligence at every level. From lab skill checkouts to practical exam criteria, and throughout the clinical practice coursework, students who routinely engage in unsafe practice may not be allowed to continue within the Program. The decision to dismiss a student from the Program, due to unsafe practice, depends on the event and the student's history of similar events. Each case is managed individually by the Progress and Conduct Committee. If a student is dismissed for egregious behavior or repeated episodes of unsafe practice, the services designed to support the student's retention and progression will no longer be available to the student.

Academic Integrity

The Program's Academic Integrity Policy is in alignment with the University's policy. Students are expected to adhere to Briar Cliff University's policies on academic integrity. This policy will be listed on every course syllabus within the curriculum as a reminder of this important contract between the program and the student. Violation of this policy is considered a serious breach of contract that may be reported to the University. Breaches may result in a failing grade on the assignment and/or penalties up to, dismissal from the Program without the opportunity to return.

Briar Cliff strives to create an environment where the dignity of each person is recognized. Accordingly, integrity in relationships and work is supported and rewarded, and honesty in academic matters is expected of all students. Actions which are contrary to the spirit of academic integrity will not be tolerated. Any attempt to misrepresent someone else's work as one's own (including generative artificial intelligence), receive credit for assignments one did not do, obtain an unfair advantage over other students in the completion of work, or aid another student to do the above will be considered a breach of academic integrity.

These include but are not limited to:

- obtaining, disseminating, or using unauthorized materials, including generative artificial intelligence for the completion (by oneself or another student) of an examination, paper, or assignment.
- unauthorized collusion with another student in completing an assignment.
- submitting as one's own the work of another student, generative artificial intelligence, or allowing one's work to be submitted for credit by another.
- copying from another student's paper or allowing one's paper to be copied.
- computer theft which includes unauthorized duplication of software, unauthorized access into accounts other than one's own and the use of university resources (computer facilities, networks, software, etc.) for financial gain; and

• plagiarism: presenting another’s ideas, words, or work as one’s own without proper attribution. Plagiarism includes but is not limited to:

- Direct copying of text from another source without citation.
- Paraphrasing another’s work without giving credit.
- Submitting AI-generated content as one’s own.
- Using AI to translate text and presenting it as original work.
- Using AI to paraphrase or rewrite content without proper attribution.
- Improper use of sources, including failure to cite or misrepresent sources.

AI Usage and Academic Integrity

Students are expected to submit work that reflects their own understanding, skills, and intellectual efforts. While AI tools can assist in learning, they must not replace original thought, research, or analysis in assignments. Individual courses designate specific AI usage requirements as outlined in the course syllabus. Students are responsible for familiarizing themselves with these requirements and adhering to them.

Students are encouraged to explore AI tools to enhance their learning experience, but the use of AI-generated content must be clearly disclosed and strictly adhere to the course-specific requirements provided by the instructor. Depending on the course, AI may be used for tasks such as brainstorming or outlining, but any AI involvement must be clearly disclosed, ensuring transparency in the student's work. Misuse of AI, failure to follow the instructor's specific AI policy, and failure to disclose AI usage will be treated as a violation of academic integrity and subject to disciplinary action.

The following principles will apply:

- **Disclosure:** Any use of AI tools in assignments must be disclosed, including the specific tools used and the extent of their contribution to the final work.
- **Permitted Use:** AI tools may be used as designated by the course instructor. Each course will designate a policy for AI use and include this policy in the course syllabus. Students are obliged to adhere to the course policy to use AI responsibly. When AI tools are permitted, AI-generated content without proper citation will be considered a violation of this policy.
- **Prohibited Use:** AI tools should not be used for any exams or assessments unless explicitly permitted by the instructor.

Investigating Allegations of AI-Based Plagiarism

If an instructor suspects that a student has used AI to complete assignments without disclosure, the following steps will be taken:

1. **Initial Review:** The instructor will carefully review the assignment in question considering factors such as writing style, originality, and any inconsistencies that might suggest AI assistance.
2. **AI Detection Software:** The instructor may utilize AI detection software (e.g., Turnitin, online AI detector tools, etc.) to analyze the assignment for potential AI-generated content. The results of this analysis will be considered alongside other factors and

interpreted cautiously, recognizing the limitations of such tools.

3. **Student Consultation:** The instructor will communicate with the student to discuss their process for completing the assignment. This discussion will focus on understanding the student's approach, sources used, and any potential use of AI tools. The goal is to gather information and provide the student with an opportunity to explain their work.
4. **Evidence Gathering:** If concerns about AI-based plagiarism persist, the instructor may gather additional evidence, such as:
 - a. Examining the student's previous work for inconsistencies in writing style or quality.
 - b. Reviewing the assignment's metadata or digital history for potential traces of AI usage.
 - c. Consulting with other faculty or academic support staff who may have expertise in AI detection or academic integrity.
5. **Determination and Action:** Based on the available evidence and the student's explanation, the instructor will determine whether AI-based plagiarism has occurred.
 - a. If plagiarism is confirmed, disciplinary action will be taken in accordance with the University's academic integrity policies. This may include assignment failure, course failure, suspension, or other sanctions as deemed appropriate.
 - b. If there is insufficient evidence to confirm plagiarism, the instructor will provide feedback to the student and may offer guidance on the appropriate use of AI tools in academic work.

Throughout this process the University will uphold principles of fairness, transparency, and due process, ensuring that students are treated equitably and given opportunities to respond to allegations of AI-based plagiarism.

Consequences of Academic Integrity Violations

The penalties for academic integrity violations range depending on the severity and frequency of the violation.

1. Minor Violation

For minor violations involving academic integrity, the penalty will be determined by the course instructor in consultation with the Office of Academic and Student Affairs, in line with Briar Cliff University's academic integrity policy. Penalties may vary depending on the severity, frequency, and/or extent of the violation. Possible outcomes include:

- **Assignment Failure:** The student may receive a failing grade (zero) on the assignment in question. The severity of the penalty may depend on the amount of unoriginal content and whether the student demonstrates an understanding of proper citation practices.
- **Mandatory Resubmission:** In some cases, the instructor may allow the student to resubmit the assignment after addressing the violation, though this will come with a significant grade penalty (e.g., a reduction of the final grade by a certain percentage).
- **Educational Sanctions:** The instructor may require the student to complete additional educational components, such as attending a workshop on academic integrity or writing a reflection on the importance of original work and proper

citation practices.

- **Warning:** A formal warning may be issued, indicating that any subsequent violation will result in more severe penalties, including failure of the course or dismissal from the university.

Instructors must report all instances of academic integrity violations to the Academic and Student Affairs Office, which will document the offense in the student's academic record. This documentation ensures that if further violations occur, appropriate action can be taken, leading to progressively more severe penalties.

2. Major Violation

For major violations involving academic integrity, the penalty will be determined by the course instructor and the Office of Academic and Student Affairs, in line with Briar Cliff University's academic integrity policy. Penalties will be more severe to reflect the severity, frequency, and/or extent of the violation.

The following actions may be taken, based on the instructor's assessment, and as determined by the Office of Academic and Student Affairs:

- **Automatic Failure of the Course:** The student may receive an automatic failing grade ("F") for the entire course. This is typically enforced when the violation is significant or shows a clear pattern of academic dishonesty.
- **Disciplinary Probation:** The student may be placed on academic or disciplinary probation, which means they are no longer in good academic standing. This can limit participation in extracurricular activities, leadership positions, and could impact scholarships or financial aid eligibility.
- **Mandatory Academic Integrity Training:** The student may be required to complete a formal academic integrity workshop or module, aimed at addressing the behavior and reinforcing the importance of original work. Failure to complete this may lead to further sanctions.
- **Suspension from the University:** Depending on the severity of the violation, the student may face suspension from the University for a defined period, during which they will not be able to attend classes or participate in university activities. This period allows the student to reflect on their academic conduct before returning to their studies.
- **Permanent Record Documentation:** The second offense will be documented in the student's academic file, and this record may be used if any further violations occur, potentially leading to dismissal from the University.

Students may appeal against decisions based on grievance/appeal procedures outlined in the student handbook.

In all cases of alleged academic dishonesty, the faculty member or work supervisor shall, in writing, notify the student of the specific charges and circumstances and a copy of the notice shall be sent to the vice president for academic affairs. If the student wishes to deny the

allegations or appeal the penalty, he/she must, within ten working days, file a written intent to appeal, first to the program director or the work supervisor's immediate superior. If the appeal is not resolved and the student wishes to continue the appeal, the student must, within three working days, file a written intent to appeal with the Program Director, if applicable. If the appeal is not resolved and the student wishes to continue the appeal process, the student must, within three working days, file a written intent to appeal with the Vice President for Academic Affairs. If the instructor is the Program Director of the department, the appeal shall be directed to the Vice President for Academic Affairs.

The person to whom the appeal is made will weigh the evidence presented (in writing or at an oral hearing) by both the student and the instructor or work supervisor and make a judgment. If the matter is not resolved to the satisfaction of the student, faculty member, supervisor, or Program Director, the appeal process will continue to the Vice President for Academic Affairs, whose decision will be final. If a student is found in violation of the University's Policy on Academic Honesty, the student may be subject to disciplinary review that may include an appropriate penalty, up to and including dismissal from the University. Depending on the severity of the offense, the University reserves the authority to exact maximum penalty even on the first offense.

All material and information relative to any violation of academic integrity shall be kept by the Vice President for Academic Affairs in a special file during the period in which the student is enrolled at Briar Cliff University, serving only as a statement of record if the student is subsequently charged with a violation of academic integrity. In case of an appeal, the file will be destroyed if the student is found not guilty of the offense. If the student is found guilty, the file remains until the student's graduation from Briar Cliff University or three years after the student's last date of enrollment.

To support the academic integrity statement, faculty members are expected to administer, monitor, and evaluate tests and other assignments in a fair and consistent manner.

Furthermore, in order to create an atmosphere of high academic rigor and fair grading, students shall not share any information, that give an unfair advantage to another student, regarding the content of an examination, lab practical, case study/report or required paper for any of the courses associated with Briar Cliff University's Doctor of Physical Therapy Program. If a student does so, the person may be brought forth in front of the Department Progress and Conduct Committee. Students will sign a form acknowledging this policy (see Appendix G).

Professional Dress

Students must dress appropriately for class and laboratory instruction, and clinical and community events. It is expected that students will be in professional attire whenever they are not in the labs. Students should also wear name badges when representing the Department in front of patients or other professionals. Professional attire is defined as acceptable in a physical therapy clinical setting. Locker rooms have been provided for students to change into appropriate attire for labs. Guidelines for professional dress include:

- Clothing is clean, appropriately fitted, and in good repair.
- Undergarments and private areas cannot be visible through clothes or when bending over.
- If possible, piercings or tattoos should be removed/covered if they may be a distraction to patients.
- No open-toed shoes
- Minimum amount of discreet jewelry
- Moderate colors and styles
- Appropriate personal hygiene, including clean hair and appropriately groomed; no extreme hair coloring.
- No hats or caps

Attendance

Attendance is an important aspect of professional education and therefore expected for each required DPT class and activities. Failure to follow policies related to attendance may result in an inability to obtain points related to class activities, and possibly being referred to the Progress and Conduct Committee. More than one unexcused absence and/or failure to complete any additional assignments required by the instructor may result in a 10% reduction in a student's final grade and/or a professional behavior citation to the Progress and Conduct Committee. If a student misses 20% or more of the Course, the Course Director may fail a student in the Course.

Per University policies, a failure of a student to attend a course for fourteen consecutive calendar days, excused or unexcused, may result in the student being administratively withdrawn from a course. This withdrawal may affect a student's ability to progress in the DPT Program.

Excused absences from class must be requested prior to the start of the class period and must be validated by the instructor of record. Examples of excused absences include illness, bereavement leave for the death of an immediate family member or grandparent, etc. Students are discouraged from planning vacations and/or appointments that will result in missed class. In alignment with work expectations, a maximum of 3 days of class will be allowed for bereavement. If there are extraordinary circumstances, please inform the instructor on or before the first day of class, or as soon as possible. Students who miss class are responsible for contacting a classmate to obtain notes and other missed course materials. As noted above, the DPT Program expects student attendance at all classes and labs. Students must be excused by Course Directors from scheduled classroom and lab activities to participate in other activities or events. The requests for these excuses should be an exception to the norm and not be consistent (i.e., athletics, employment). Students are responsible for learning material they missed during excused class and lab time.

Students experiencing health or personal problems that prevent full participation in the course should attempt to contact the instructor prior to class, as well as meet with the instructor as soon as possible. The instructor reserves the right to determine the legitimacy of all excuses

and may request written documentation (e.g., primary care provider's note) to verify the absence. It is at the discretion of the instructor to require additional assignments to be completed in lieu of absences. No examination will be given prior to the scheduled date and time unless a valid excuse is submitted and approved by the instructor. Arrangements to make up for an exam must be made with the course instructor prior to the absence. In the case that a student cannot take the examination early (e.g., had an excused illness on the day of the examination), the student must coordinate with the instructor to make up the exam within two days of returning to classes. There will not be an opportunity to make up for missed points, activities, examinations, etc. if an absence is considered unexcused by the instructor.

Students are expected to arrive on time as an active presence is critical to the professional development of the student and their peers. Tardiness of over 15 minutes will be deemed an unexcused absence. If a student is late, they are expected to call and notify the appropriate faculty member in advance. A student may not be given more time to complete an in-class graded activity due to the tardiness of the activity.

Participation

In addition to attendance, each course's success depends on the participation of each student enrolled in the course. As part of adult-centered learning, each student is expected to be prepared to participate in class prior to the initiation of the class session; this includes, but is not limited to, completing and being prepared to participate in discussions related to all assigned readings, as well as bringing necessary materials and wearing appropriate clothing for class. Students who do not bring the necessary materials and/or do not wear appropriate clothing for class may be dismissed from class to retrieve materials and/or change into appropriate attire. Each student is also expected to contribute to classroom discussions and activities. Failure to do so will make it difficult for a student to gain a good understanding of the content being covered and to keep up with the course, thus potentially negatively affecting learning and the student's overall progress/grade in the course. If an instructor feels a student is not properly participating and/or preparing for class, the instructor may speak individually with the student and/or submit a professional behavior citation to the Progress and Conduct Committee.

The DPT curriculum and the associated courses are academically rigorous. Success in the Program will require a significant investment in time. On average, students should assume the need to invest at least two hours of time outside of scheduled course time for each hour of time that the student is physically participating in the course (e.g., a one credit course = 15 contact hours = a minimum of 30 outside of class hours). Based on individual past experiences, study habits, etc., some courses may require more time to devote to a course; some may require less time. Outside of scheduled course activities include preparation, reading, watching videos, studying, and completing assignments.

Group Work

Group work is an instructional method often used within the Program. Working in groups is essential to future practice. It is expected that every member of a group actively participates

and contributes. For any products submitted, group work may be divided up, but all group members are responsible for reading, checking references, and understanding the information being submitted. Please remember, “Once a thought is shared with by a member of a team, it is no longer the individual’s thought, but the team’s.” All members of a team should review anything with their name on it, as they are responsible for the content and information on the submission, whether they wrote or presented that information.

For larger assignments, completed as a group, each group must create a “group contract.” The contract should include their own group rules and a signature from each group member, stating they understand and will abide by the rules. Groups should use this “group contract” to guide any disputes and/or concerns. The grade of the group is the grade of everyone, unless the group members bring forth to the Course Director, before an assignment is due, a significant concern that has not been resolved. Prior to contacting the Course Director, the group must have discussed their significant concerns with the group member and how they feel he/she has violated the “group contract.” At that point, the Course Director will meet with the student of concern, collect facts, and determine if the grade of that individual should differ from the rest of the group’s grade.

Course Evaluations

Part of becoming a professional is the ability to peer assess. To comply with university standards, accreditation and ongoing Program quality assurance, completion of all course evaluations is encouraged.

Maintaining the Rights, Responsibilities, Privacy, Dignity of Individuals Involved with the Program

Information on maintaining the rights, responsibilities, privacy, and dignity of individuals involved with the program may be found in Section IX of this handbook. Students must adhere to these policies, including HIPAA and confidentiality of human subject research. Failure to abide by these policies may result in a minimum review by the Progress and Conduct Committee.

Maintaining the Student-Faculty/Staff Professional Relationship

Although learner-centered pedagogy will be utilized, students may be at the same place as faculty and staff in a variety of professional, clinical, and community settings. A level of respect and professionalism must be maintained within the student-faculty/staff relationship. To maintain a professional environment, it is highly encouraged that students utilize titles when addressing an employee of the program. This includes using appropriate designations, including “Doctor” or “Instructor” or “Associate Professor.”

To avoid accusations of favoritism, it is encouraged that faculty, staff, and students avoid the appearance of conflicts of interest. When outside the classroom, opportunities are made available to students. They should be offered to all students on a first-come, first-serve basis. The faculty member should never allow any activity or association to influence the evaluation of a student.

Students should avoid giving gifts to a faculty member while the student is being evaluated by the faculty member. If a gift is given, before accepting it, the faculty member should first determine its intent, the relative value associated with it, and whether it can be shared with the rest of the faculty/staff and/or class. Additionally, in accordance with university policies, students should avoid being “friends” with faculty and staff through social media outlets until the student has graduated from the Program. Students should keep in mind the Code of Ethics when determining what may be considered a conflict of interest and ask if a similar action would be appropriate if the faculty or staff member was the student’s patient.

University Vehicle Use

Students who utilize University vehicles must be properly registered with the University and following University policies. In addition, the following policies should be observed:

- Faculty will command each vehicle if there are adequate numbers of faculty.
- When only one faculty member is in attendance, on a multiple vehicle trip, faculty will always lead.
- When no faculty is there, the student driver is responsible.
- The student driver is responsible for all aspects of the sentence when convicted of, or pleading guilty to, a traffic law violation. The department considers it the moral responsibility of the passengers in the vehicle to help prevent traffic violations by giving advice to the driver.
- Use of University vehicles is limited to official purposes only.

Faculty have the right to refer students to the Progress and Conduct Committee, who can impose sanctions for inappropriate behavior on trips.

Respecting the Property and Personal Rights of Others

Students should respect the property and personal rights of others. This includes educational facilities and equipment, personal lockers, private property of others, and outside places and equipment for student learning. Faculty has the right to refer students to the Progress and Conduct Committee, who can impose sanctions for not respecting the property and personal rights of others.

PROFESSIONAL NETIQUETTE

Failure to follow appropriate netiquette towards faculty, fellow students, administrators, clinical instructors, patients, and other professionals can lead to a student having to meet with the Progress and Conduct Committee, in which actions may be taken against a student.

E-mail

Students utilizing the University server for their e-mail must use the University account for dissemination of information related to an education experience. A student is encouraged to utilize a separate personal e-mail account for all other interactions. Moreover, it is expected that all e-mail communication on university email accounts be respectful and carefully written in the manner of business communication (i.e., a subject heading, salutation, body, and signature block), avoiding grammatical errors, abbreviations, emoticons, or use of all capital

letters. Students should proofread and edit all e-mails prior to sending them. Students are expected to respond to professor and clinical instructor e-mails promptly (24 hours on weekdays and forty-eight on weekends).

Technology in the Classroom

Laptops, tablets, and cell phones may be used for learning activities, such as online research, reviewing PowerPoint slides, and taking notes during lectures or in-class activities. Students using electronic technology to view social media outlets, check e-mail, work on other course assignments, or study for an upcoming exam may receive a professional behavior citation to the DPT Progress and Conduct Committee. Actions that are more severe (e.g., academic misconduct, sexual violence, violation of laws), will be referred to processes defined in the University and Physical Therapy Department Student Handbooks.

Social Media

Social media are internet-based applications which support and promote the exchange of user-developed content. Some current examples include Facebook, Instagram, Snapchat, Tik-Tok, and YouTube. Posting personal images, experiences, and information on these kinds of public sites poses a set of unique challenges for all members of the medical community, including employees, faculty, volunteers, and students. All physical therapy students have responsibility to the University, Program, and physical therapy community regardless of where or when they post something. The University is committed to supporting the right to interact knowledgeably and socially; however, these electronic interactions have a potential impact on patients, colleagues, future employers' opinions, and the ability to become licensed.

Guidelines:

The following Guideline outlines appropriate standards of conduct related to all electronic information (text, image or auditory) that is created or posted externally on social media sites by physical therapy students while enrolled within the Physical Therapy Program. Examples include, but are not limited to text messages, media messaging service (MMS), Twitter®, Facebook®, LinkedIn®, YouTube®, Myspace®, Flickr®, LiveJournal® and all other social networks, personal and organizational websites, blogs, wikis, and similar entities. This Guideline applies to future media with similar implications. It also applies whether students are posting to: University-hosted sites; social media in which one's affiliation is known, identified, or presumed; or a self-hosted site, where the views and opinions expressed are not intended to represent the official views of Briar Cliff's Physical Therapy Program.

Best Practices:

Physical therapy students who participate in social media activities should understand and follow these simple but important Best Practices:

- **Take Responsibility and Use Good Judgment.** You are responsible for the material you post on personal blogs or other social media. Be courteous, respectful, and thoughtful about how other Personnel may perceive or be affected by postings. Incomplete, inaccurate, inappropriate, threatening, harassing postings may be harmful to others.

They may damage relationships, undermine the Physical Therapy Program's reputation, discourage teamwork, and negatively impact the program's commitment to patient care, education, research, and community service.

- **Think Before You Post.** Anything you post is highly likely to be permanently connected to you and your reputation through the Internet and email archives. Future employers can often have access to this information and may use it to evaluate you. Take great care and be thoughtful before placing your identifiable comments in the public domain.
- **Protect Patient Privacy.** Disclosing information about patients without written permission, including photographs or potentially identifiable information, is prohibited. These rules also apply to deceased patients and to posts in the secure sections of your social media pages that are accessible to approved friends only.
- **Protect Your Own Privacy.** Make sure you understand how the privacy policies and security features work on the sites where you are posting material.
- **Respect Work Commitments.** Ensure that your blogging, social networking, and other external media activities do not interfere with your educational commitments.
- **Identify Yourself.** If you communicate on social media about the Physical Therapy Program, disclose your connection with Briar Cliff and your role in the program, use good judgment, and strive for accuracy in your communications. False and unsubstantiated claims and inaccurate or inflammatory postings may create liability for you.
- **Use a Disclaimer.** Where your connection to the University is apparent, make it clear that you are speaking for yourself and not on behalf of the Physical Therapy Program. A disclaimer, such as, "The views expressed on this [blog; website] are my own and do not reflect the views of Briar Cliff University or its Physical Therapy Program," may be appropriate.
- **Respect Copyright and Fair Use Laws.** For the University's protection as well as your own, it is critical that you show proper respect for the laws governing copyright and fair use of copyrighted material owned by others, including the University's own copyrights and logo brands.
- **Protect Proprietary Information.** Do not share confidential or proprietary information that may compromise the Physical Therapy Program's practices or security. Similarly, do not share information in violation of any laws or regulations.
- **Seek Expert Guidance.** Consult with the Physical Therapy Program Director if you have any questions about the appropriateness of materials you plan to publish or if you require clarification on whether specific information has been publicly disclosed before you disclose it publicly. Social media may generate interest from the press. If you are contacted by a member of the media about a university-related blog posting or Program information of any kind, contact the Physical Therapy Program Director before disclosing information to the media.

Failure to abide by the best practices will be considered a breach of appropriate professional behavior and can result in referral to the Student Progress and Conduct Committee, with subsequent disciplinary action.

APTA MEMBERSHIP

The Program places a high priority on the student's development of professional behaviors and recognizes that membership of professional organizations is part of this development. Benefits of membership in a professional organization include being a resource for maintaining professional values and standards; providing opportunities for continuing education, professional development, networking, and collaboration; and promotion of and advocacy for the profession. Therefore, student membership in the APTA is required throughout the students' time within the program. Membership has been allocated to financial aid resources. It is expected that a student will become a member and demonstrate his/her membership to his/her Academic Advisory within one month of commencing the Program. Membership must be maintained throughout the program. Students may select what state they are a member of. It is optional if students choose to be a member of any specialty section.

ASSIGNMENTS

Students should submit assignments by the due date and time listed in each course syllabi unless a different date and time is preapproved by the course instructor. Unless otherwise noted in each course syllabi, the time the assignment is due is 11:59 PM on the due date. For graded courses and for pass/fail courses where grading percentages are used, failure to submit by the due date and time will result in a 10% reduction, per calendar day it is late, in the grading for that assignment. For pass/fail courses, in which criteria must be met to pass a course, students are given a maximum of three calendar days from the due date to complete late assignments. No more than one late assignment will be permitted per student for criteria-based pass/fail courses. In cases in which students consistently turn in assignments late, the student may be asked to appear before the Progress and Conduct Committee, where a learning contract may be put into place.

PROGRESSION VIA THE PRACTICAL EXAMINATIONS

Each student must pass Clinical Correlations practical examinations. Student assessment of cognitive, affective, and psychomotor knowledge and ability during practical examinations elevates the importance of these experiences throughout the curriculum. For this reason, students must demonstrate the ability to successfully pass all Clinical Correlations practical examinations. Please see Section VI for Practical Examination Policies.

PROGRESSION VIA THE COMPREHENSIVE EXAMINATION

Each student must pass the Clinical Correlations Comprehensive Examination prior to their third year of clinical educational experiences. The examination will assess cognitive knowledge acquired throughout the program via a mock board examination. Please see Section VI for Comprehension Examination Policies.

PROGRESSION TO THE THIRD-YEAR CLINICAL EDUCATION EXPERIENCES

As noted in Section VI, a student must pass all didactic courses, including all practical examinations and the comprehensive examination, in the DPT Curriculum and have a

cumulative 3.0 GPA to progress onto full-time, long-term clinicals. A student will be dismissed from the DPT Program if they do not have at least a 3.0 cumulative GPA by the end of the spring semester of the 2nd year of the DPT Program. In addition, the faculty, as a whole, must unanimously approve that each student has demonstrated the knowledge, skills, and safety necessary to be safe and successful as a long-term clinical education student.

ESSENTIAL FUNCTIONS (APPENDIX B)

The Doctor of Physical Therapy (DPT) program at Briar Cliff University prepares students to become competent and compassionate healthcare professionals who can provide quality patient care. The program requires students to develop a wide range of cognitive, physical, and emotional skills to perform effectively in clinical and academic settings.

These standards apply to all students in the DPT program, across didactic, laboratory, and clinical education settings. They describe the essential abilities and behaviors that students must demonstrate at the time of graduation to ensure safe, effective, and ethical physical therapy practice and to meet professional and licensure expectations. They are aligned with the Clinical Internship Evaluation Tool (CIET), APTA Clinical Performance Instrument (CPI 3.0), and the Mission, Values, and Student Outcomes of the DPT Program.

To ensure equal access to education for all students, including those with disabilities, we have outlined the essential functions necessary for successful completion of the DPT program. If you are a student with a disability and need accommodations, please reach out to Briar Cliff University's Abilities Office to begin the interactive process. Accommodation that would fundamentally change required competencies are *not* guaranteed, but reasonable accommodations will be made where it is possible to enable students with disabilities to meet these standards. Examples of reasonable accommodations may include assistive technologies, alternative formats, adapted lab or clinical tasks, where feasible.

STUDENT NOTIFICATION OF ACADEMIC PERFORMANCE AND PROGRESS

DPT students are notified of their academic and clinical performance and progress through both formal and informal means. The minimal expectation for communication to the student regarding his/her performance both academically and clinically is at the conclusion of the course, at which time final grades are submitted. At the conclusion of each course, students are issued a final grade by the Course Director, in accordance with the University grading system, as published in each course syllabus. This final grade is added to the student's permanent, official transcript. Students receive a grade report at the end of each semester from the Registrar's Office. Unofficially, a student may be notified of his/her final grade in each class by the Course Director, via e-mail, online learning management system, or in person, prior to the student viewing his/her unofficial transcript. In addition to notification of a student's final grade in a course, a student may be notified of his/her grade on class assignments, written examinations, and practical examinations throughout each course, via email, online learning management system, or in person. It is expected that grades on assignments and exams will be

communicated to students within one week of submission/completion, except for larger projects in which more time may be necessary. Grades on assignments and exams are communicated confidentially, with respect to FERPA laws, to each student by the course instructors. Communication of grades may be done through email, online learning management system, telephone, or personal contact between the student and course instructor. Under normal circumstances, communication of grades, including tests and papers, should be provided by the instructor within seven calendar days from the due date.

At a minimum, each student is reviewed by the Progress and Conduct Committee each semester as to his/her progress within the Program, including cognitive, affective, and behavioral domains. For students in which there are minimal or no concerns, Academic Advisors meet with their prospective students and provide feedback. Students who have failed to meet minimal academic standards and/or have significant identified behavioral concerns may be put on a learning contract, as defined above. Students are notified of learning contracts and/or unsatisfactory standing with the Program through written notification from the Program Director. The student's DPT Academic Advisor is also notified of the student's status. In this written notification, the student is notified that he/she is on a learning contract and is asked to appear before the DPT Progress and Conduct Committee. The learning contract contains specific measurable goals and serves as a formal contract. The document is signed by the Chair of the Committee/Program Director, the student's Academic Advisor, and the student, and placed in the student's permanent file. If the student fails to fulfill the requirements of the learning contract, he/she may face additional sanction, including possible dismissal from the Program. In such cases, the student receives written notice of his/her failure in fulfilling the requirements of the contract and is asked to meet once again with the Progress and Conduct Committee. Any further disciplinary notices are prepared by the Progress and Conduct Committee and are placed in the student's permanent file. If a student succeeds in meeting the requirements of his/her learning contract and is in good academic standing, they are told they are removed from probation and allowed to proceed within the Program.

Students who are struggling academically are encouraged and expected as adult learners to initiate contact with course instructors and/or his/her Academic Advisor on an ongoing basis. A student who is experiencing academic difficulty or behavioral concerns, but not to point of a learning contract, may be notified through formal and informal interactions between the student and the student's Academic Advisor. During these interactions, the Academic Advisor will notify the student of noted concerns and negotiate with the student about a plan to address these issues. Students who have consistent issues, or those whom a course instructor and/or Academic Advisor perceive as demonstrating the potential for not meeting course or Program requirements, may be asked to appear before the Progress and Conduct Committee. A learning contract may be developed to assist the student in addressing any issues.

The Progress and Conduct Committee maintains minutes of all student meetings, and the Academic Advisor also documents the interaction in the student's advising file, which is maintained in the student's permanent academic file.

COURSE REGISTRATION:

To appropriately progress in the DPT Program, students must pass sequential courses and take all courses listed per semester in the established curriculum. To enroll in courses, all students must complete the University registration process. No student can register for another student on the student's behalf. If a student registers during pre-registration and then decides not to return to the University, it is the student's responsibility to complete the appropriate paperwork, and notify the Business Office in writing, prior to the beginning of classes to avoid charges. Registration dates can be found on the Academic Calendar. Information regarding tuition and course offerings is available from the Registrar's Office and the Doctor of Physical Therapy website.

ADD/DROP AND WITHDRAWALS

Students may drop a course if done so during the first 5 days of the course with a 100% refund. No refund is given for withdrawing after 5 days. Students may withdraw up until the 70% point of the course and receive a "W." If the student withdraws after the 70% point, a punitive grade of "WP" for withdrawal passing or "WF" for withdrawal failing. The "WF" calculates as an "F" when figuring cumulative GPA. Please note that withdrawing from a course may prevent a student from fully progressing in the Program until the course has been completed to satisfaction.

GRADING

The gradebook for all non-pass/fail courses that have DPT student sections must be calculated using weighted grades. Any course in which a student receives a grade below a "C- "must be retaken at the student's expense. With permission, students may repeat one graduate course in which a "D+," "D," or "F" was earned. Upon failing a second graduate course or failing a graduate course twice, the student may be dismissed from the program.

The quality of the student's work is indicated by the following grades and quality points:

Grade Rating		Quality Points
A	Superior	4.00
A-		3.67
B+		3.33
B	Above Average	3.00
B-		2.67
C+		2.33
C	Average	2.00
C-		1.67
D+		1.33
D	Below Average	1.00
F	Failure	0.00

The mark "I" signifies that work in a course is incomplete because of illness or circumstances beyond the control of the student or because an instructor feels further evaluation is needed

before the grade can be determined. A student who receives an “I” at the end of a course must complete the necessary work within three weeks, or in the time specified by the instructor, or the “I” will automatically become an “F.”

The mark “N” signifies that a student’s grade has been delayed, not because the work is incomplete, but because the learning experience extends beyond the end of the semester. For example, this may be used for scholarly projects. The “N” grade will not affect placement on the dean’s list or the probationary status of a student. All “N” and “I” grades must be cleared prior to graduation.

The mark “W” signifies withdrawal from a course and is given when a student officially withdraws from a course in the registrar’s office with the approval of the advisor. Students may not withdraw from a course after the end of 70% of the course. If they do so after the 70% point, they will earn a grade of “F,” unless they completely withdraw from the university. The mark “X” signifies that a student has audited a class. No credit is earned when a class is audited.

Course Grade Appeal Process

A student who desires to appeal a grade must follow the following procedure. A student may be enrolled in a subsequent related course while the appeal process takes place.

1. Appeal the grade in writing to the Course Instructor/Director within three business days of the final course grade being released to the student. The appeal should include rationale for the appeal and what grade the student feels they deserve.
2. The Course Instructor/Director has two business days from the receipt of the written appeal to decide. If appropriate, the Course Instructor/Director must make the grade change in Brightspace and submit a change of grade form to the Registrar. The Course Instructor/Director must also provide the student and the Provost a written explanation for the decision.
3. If the student is not content with the decision of the Course Instructor/Director, within 2 days of receiving the written decision from the Course Instructor/Director, the student may appeal the grade to the Department Chair/Program Director in which the Course is housed (i.e., prefix). The appeal should include a copy of the course syllabus, rationale for the appeal, and what grade the student feels they deserve, as well as attest to any written comments made by the Course Instructor/Director in the appeal denial letter. If the Course Instructor/Director is also the Department Chair/Program Director, the appeal goes to the Provost, as noted in procedure five.
4. The Department Chair/Program Director has two business days from receipt of the written appeal to decide. If appropriate, the Department Chair/Program Director must make the grade change in Brightspace and submit a change of grade form to the Registrar. The Department Chair/Program Director must also provide the student, Course Instructor/Director, and the Provost a written explanation for the decision.
5. If the student is not content with the decision of the Department Chair/Program Director, within 2 days of receiving the written decision from the Department Chair/Program Director, the student may appeal the grade to the Provost. The appeal should include a copy of the course syllabus, rationale for the appeal, and what grade the student feels they deserve, as well

as attest any written comments made by the Course Instructor/Director and/or Department Chair/Program Director in the appeal denial letters.

6. The Provost has two business days from the receipt of the written appeal to decide. If appropriate, the Provost must make the grade change in Brightspace and submit a change of grade form to the Registrar. The Provost must also provide the student, Department Chair/Program Director, and Course Instructor/Director with a written explanation for the decision.

AUDITING POLICY:

To progress through the Program, students may be required to audit one or more courses. They may be required to audit a course in partial fulfillment of a learning contract in a course that was passed, but one in which reinforcement of material may be required to fulfill the requirements of the learning contract. Furthermore, if a student has completed the same course at Briar Cliff University or has transferred to a similar course, the student may elect to audit the course with the permission of the instructor. Students should consult faculty members before registering to audit a class to determine the expectation the course director may have for a student auditing a course. No credit is earned for an audited course. The cost of auditing a course is based on university policies when one audits it.

TESTING OUT OF COURSES

The DPT Program only offers the possibility of testing out of two courses within Program of Study which include: HSC 620 (Foundational Spanish for the Healthcare Professional) and HSC 640 (Emergency Medical Responder). To test out of HSC 620, a student must pass a comprehensive exam at least a week before the course starts with a score of 80% or better on the written exam, as well as pass an oral proficiency exam. A testing fee may be assessed to the student according to the University policies. To test out of HSC 640, a student must have an active EMR, EMT, or equivalent or higher certification and provide proof of that certification to the course director at least one week before the course starts. Certified athletic trainers are not eligible to test out of HSC 640. If a student qualifies to receive test out credits, he/she will receive a passing grade in the respective course to have the appropriate courses and credits to graduate.

COURSE REPEAT POLICY:

Since each course within the DPT Program requires the successful completion of all prior coursework, any course in which a student receives a grade below a "C-" or "P" must be retaken at the student's expense. Due to the sequencing of courses, this may result in the student having to wait a year to repeat the course and attempt to finish the program with the next cohort. With permission, students may repeat one graduate course in which a "D+," "D," or "F" was earned. Upon failing a second graduate course or failing a graduate course twice, the student may be dismissed from the program. A student who needs to retake a failed course may be enrolled in the course on a space-available basis. The course may be taken at another college or university, up to nine transferable credits, but it should be approved for the appropriateness of the transferability by the Program Director before enrolling. Students failing to pass a re-take course with a grade of "C-", or better, may be unable to continue within the

Program. A student may only utilize the repeat/delete option one time throughout the Program. When a student repeats a course, the most recent grade received is used in the calculation of the cumulative grade point average.

PROGRAM LENGTH/ TIME LIMITS

Once a student initiates coursework in the program, he/she has 4.5 years (150%) to complete the Program. Should the completion be delayed beyond this time, initial coursework will be considered outdated. The student must update appropriate outdated courses to apply towards fulfilling degree requirements.

UPDATING OUTDATED COURSES ON PLAN OF STUDY

Students may petition the program director to update courses but may only update 50% of the total credits.

Procedure for Updating Outdated Course Work:

The following guidelines are designed to assist the student, advisor, and instructor in completing the update process:

- During the semester preceding the update semester, the student initiates the process with the program director. If approved, the program director will notify the current instructor of the course needing updating at the student's request.
- The program director will notify the student of the name of the instructor who has agreed to complete the update. It is the student's responsibility to contact the instructor. The student must collaborate with the instructor to coordinate arrangements for the semester preceding the update. Delay in arrangements may result in delaying the updating process.
- The instructor is responsible for determining the requirements for a successful update, based on the current course requirements.

DPT PROGRAM RESOURCES TO SUPPORT RETENTION AND PROGRESSION

Orientation

Prior to the initiation of course work, all DPT students will attend orientation. Orientation is conducted by the DPT faculty with the involvement of university officials. Orientation is designed to orient the student to faculty, facilities, the Program and University mission, resources, and Program policies.

Academic Advising

All students are assigned an academic advisor, who is a core member of the DPT Program faculty, before the start of coursework within the Program. As adult learners, students are expected to initiate all interactions with their faculty advisors at least once a semester while doing didactic course work. Faculty advisors provide mentoring and advising for students on an ongoing basis and serve as a valuable resource for students. Faculty advisors maintain the same advisees throughout their time in the Program. If a student wishes to be assigned to a different advisor, approval must be granted by the Program Director after consulting with all parties

involved.

Further information on academic advising may be found in the University's Academic Advising Handbook, located on the program's website.

Clinical Education Advising

All students participate in clinical education advising with the DCE to develop an appropriate plan to meet all clinical education requirements, while attempting to meet the students' goals.

Scholarly Project Advising

All students are assigned at least one scholarly project advisor, based on the project and expertise of the faculty. This advisor guides the student through the scholarly process, including submitting to the IRB, if appropriate. The scholarly project advisor decides when the student has met expectations to receive a passing grade.

Learning Contracts

If a student is in danger of not fulfilling academic or non-academic Program requirements or is currently not fulfilling the requirements of the DPT Program, a formal learning contract may be employed. See Learning Contracts as described above.

Progress and Conduct Committee

This committee is comprised of the DPT Program Director and core faculty. The Committee convenes, at least once per semester, or on an as needed basis, regarding issues of academic performance, professional behavior, or concerns over safety. The Committee's main objective is to review the progress of students throughout the curriculum. The Progress and Conduct Committee will consider requests, make recommendations, and act related to:

- 1) academic rules, regulations, and performance.
- 2) violations of student conduct, including issues of safety.
- 3) student grievances.
- 4) dismissal and/or re-admission of students.

If students are not successfully demonstrating the competencies and skills required by the DPT Program, a formal learning contract will be developed by the Progress and Conduct Committee. See learning contracts as described above.

Peer-Mentor Program

To aid in the transition of first year students into the DPT Program, a peer-mentor program exists. The faculty matches each incoming student with a second year DPT student. The peer mentors contact incoming students before orientation and make plans to interact with them throughout the Program.

Briar Cliff University Physical Therapy Alumni Association

The Alumni Association was established with the assistance of the DPT Program. This

organization is self-governed by elected officers who are alumni of the Program. The Alumni Association supports the DPT Program. This includes, but is not limited to, supporting current students, helping communicate to alumni about the current program and upcoming events, planning alumni events, recruiting alumni to complete surveys, and serving as mentors for students in both the Briar Cliff Clinic and long-term clinicals. The Alumni Association is a valuable resource for past, present, and future students of the DPT Program at Briar Cliff University.

STUDENT PROBATION, WITHDRAW, AND DISMISSAL FROM THE PROGRAM

Students enrolled in the DPT Program must maintain a cumulative GPA of 3.0, or better, on a 4.0 scale throughout the curriculum and a grade of “Pass” in all pass/fail courses. Students must maintain a cumulative GPA of at least 3.0 to progress within a program. If a cumulative GPA falls below 3.0, the student will be placed on academic probation for the following semester.

- A student who obtains a semester GPA of at least a 3.0 during a probationary semester but fails to achieve a cumulative GPA of at least a 3.0, may continue in the Program, but will remain on academic probation until at least a 3.0 cumulative GPA is obtained.
- While on probation, if both the semester and cumulative GPAs are below 3.0 at the end of a probationary semester, the student may be dismissed from the Program.
- Students must have a cumulative GPA of at least 3.0 to advance to third-year clinical education experiences. A student will be dismissed from the DPT Program if they do not have at least a 3.0 cumulative GPA by the end of the spring semester of the second year of the DPT Program.
- Students must have a cumulative GPA of at least 3.0 to graduate.

Upon being placed on academic probation, the student gets written notification from the Program Director. The student must meet with the DPT Progress and Conduct Committee when a learning contract is developed.

As noted above, students who receive a final course grade below a “C-” or “P” will be required to take the course. This may result in a student proceeding through the program a year later than expected.

A student who has been academically dismissed may write an appeal letter to the Program Director. Appeal letters should include documentation of any extenuating circumstances and at least one letter of support from his/her academic advisor and/or a Briar Cliff University instructor. A student who does not appeal, or whose appeal has been unsuccessful, will no longer be enrolled in the Program and will not be entitled to Financial Aid. A student dismissed for academic reasons may reapply to the Program for admission into a future cohort.

A student may also be dismissed for unsafe practice during lab or clinical experiences. All practical exams throughout the curriculum assess and grade each student’s performance as it relates to safety. Significant or repeated issues related to safety during lab and/or practical examination experiences may put the student at risk of failing the examination and/or the course. The clinical education instruments and practical examination rubrics include safety criteria. The Clinical Instructor and/or the CCCE is encouraged to contact the DCE immediately if

an issue of safety arises with a student. Depending upon the nature of the issue, or in the case of repeated safety issues, a student may be at risk of failing the clinical education experience and/or being dismissed from the program. During mid-term follow-up and at the end of each clinical education experience, the DCE, or designated alternate, obtains information about the student's adherence to safe practice guidelines.

In addition to university policy, the DPT Program may recommend dismissal to the Vice President for Academic Affairs for the following non-academic reasons:

- Should a situation arise in which a student is unable to perform all criteria described in the "Technical Standards" (Appendix A) and "Essential Function" (Appendix B) documents, he/she may be unable to continue in the Program.
- Misconduct outside of the Program that results in a felony conviction that may make a student ineligible for licensure.
- Breaches in scientific conduct, academic honesty, Code of Ethics as published by the American Physical Therapy Association, and the standards of clinical integrity as defined in the DPT Clinical Education Manual.
- Students who place their clients at significant risk physically and/or emotionally.
- Students who are unable to act appropriately with others, including clients.
- Students who are unable to perform in a professional manner, including inability to adhere to professional work ethics, professional dress codes, and supervision, are required to perform in a professional manner.
- Students who are unable to use appropriate professional judgment, including seeking help for personal problems, which interferes with professional practice.
- Students who are consistently unable to demonstrate the knowledge, values, and skills necessary for generalist PT practice.
- Failure to respect the rights of others, as evidenced by verbal, physical, or mental abuse of others, harassment of any kind, assault, or any action which endangers the rights of others. Please refer to University student policies regarding disciplinary procedures for these types of violations.
- Failure to abide by federal, state, and local laws which prohibit the use, possession, and sale of illegal substances is a problem. Please refer to University student policies regarding disciplinary procedures for these types of violations.

If a student is dismissed from the University for non-academic reasons, the student may appeal for such a dismissal via the rules set forth in the University Student Handbook.

Voluntary Withdrawal

Students for any reason and at any time may voluntarily withdraw from the Program. If a student withdraws from all classes before the end of the semester, charges for tuition are made on the following basis:

- Withdrawal during the first week of the semester will result in no charge for the student.
- Withdrawal for classes any time after the first week will result in a pro-rated charge

based on the number of days the student attended class up to the 70% completion date of the semester.

- Withdrawal after the 70% completion date will result in no refund.
- Other fees, such as general, activity, or laboratory, are assessed and payable at registration; they are not refundable.
- If a student withdraws from an online class prior to logging into the class, the refund is 100%. Once a student has logged in to take the class, there is no refund.

Students who withdrawal from the University must follow University policies regarding steps to complete to withdraw from all courses. Reapplication and acceptance are required for these students to be readmitted to the Program after withdrawing from the University. If a student fully withdraws from the University following the end of the Withdrawal period and prior to the last week of classes, a grade of “Withdraw Pass (WP)” or “Withdraw Fail (WF)” will be assigned based on university policy.

Program Deferment

If an admitted DPT student who started the program and is in good standing, withdraws from the DPT Program, due to a reason that CAPTE does not consider counting against retention rates (i.e., illness, military duty, etc.), a student may be granted a year deferment. The student would start coursework with the cohort below, at the place in the curriculum in which the student was in good academic standing. A student who qualifies and leaves the Program, should follow the timelines below as to decision and deposit dates. A student leaving is to notify the DPT Department regarding his/her intended placement in the next cohort and make the associated deposit.

A student who is not in good standing, such as failing a class, must petition the Progress and Conduct Committee for a deferral to the next cohort and should follow Department policies as noted in the “Grading” and “Repeating a Course” sections as noted above. If approved, the same timeline should be followed.

Student leaves program	Deposit Due
Summer or Fall semester	January 15 th
January or February	March 15 th
March, April, or May	1 st of the month following departure
<i>(i.e., If a student leaves the program after April 15th, a deposit is due May 1st.)</i>	

GRADUATION REQUIREMENTS

To qualify for the degree of Doctor of Physical Therapy from the Briar Cliff University DPT Program the following degree requirements must be accomplished:

- Successful fulfillment of all graduate requirements of Briar Cliff University (see Briar Cliff University Catalog)
- Successful completion of the minimum number of prescribed graduate credits and all required courses
- Successful completion of a scholarly project with a grade of “Pass”
- Successful completion of all practical examinations
- Successful completion of comprehensive examination
- Successful completion all clinical education experiences with a grade of “Pass”
- Achievement of a cumulative GPA of 3.0 or better within 4.5 years of the student’s initial admission into the program. No student will graduate with an incomplete grade in a course.
- Successful completion of all learning contracts to the satisfaction of the Progress and Conduct Committee

INTENT TO GRADUATE

The student must file an “Application for Graduation” form with the Registrar’s Office by the deadline set by the University prior to intended graduation.

SECTION IX:

ADDITIONAL

DEPARTMENT OF

PHYSICAL THERAPY

POLICIES

The Physical Therapy Policies are meant to coordinate with, and further define policies and expectations put forth by the University. Students are expected to adhere to policies set forth in the University and Departmental Student Handbooks.

CLASS CANCELLATIONS

When the University closes, classes are automatically cancelled at the Mayfair location. Rescheduling of the course will be done according to procedures 3 – 6 below.

When a cancellation occurs for a class within the Program (i.e., instructor needs to cancel the class), the following must occur:

1. The faculty member must get the cancellation approved by the Program Director or Assistant Program Director.
2. The class must be notified via e-mail. Ideally, if possible, this should occur at least 24 hours in advance, or as soon as possible.
3. The course must be rescheduled with approval from the Program Director and/or Assistant Program Director in collaboration with the Curriculum Chair. It is recommended to consult the cohort prior to bringing recommended dates and times forward.
4. Once approved, students must be notified via e-mail of the change, and the change must be represented in the calendar.
5. The rescheduled date must not fall outside of the course's published dates unless special authorization is given by the University.
6. Any student who has personal schedule conflicts with the rescheduled class time should consult the Course Instructor.

GRIEVANCES

The Department directs a formal complaint to the group best qualified to address the specific area of concern. Student or faculty complaints are directed to the grievance procedures in the student or faculty handbooks, complaints concerning research are directed to the Institutional Review Board, complaints concerning Discrimination, Equal Employment or Harassment are directed to Human Resources. Each of these bodies is responsible for following up on complaints and maintaining records of each complainant's disposition. Student records related to formal complaints will be kept on file by the appropriate office within the University, including the Vice President for Academic Affairs for student and faculty complaints, the Chair of the IRB's office for complaints related to research, and in the Human Resources office for any complaints related to discrimination, equal employment, or harassment. Any student complaints made directly to the DPT Program, such as complaints from clinical education sites, employers of graduates, and the public will be maintained in the student's confidential file located in a locked cabinet. These files will be maintained in this fashion for a period of 5 years from the time of separation of the student from the University, after which they may be purged, while maintaining confidentiality.

University policies related to the handling of complaints are presented and made available to students and faculty within the various catalogs and handbooks.

PROGRAM POLICY FOR HANDLING GRIEVANCES:

Informal:

In general, the practice of conflict resolution is encouraged within the Physical Therapy Department. If appropriate, the student should address the instructor about the concern, and then go to the Academic Advisor, and then the Department Chair. The student should identify the issue of conflict and address issues of concern directly to the individual(s) involved. Together the student and the other parties should establish a time for resolving issues of concern that allows for adequate time and strategies to result in resolution of conflict.

When a student has followed the above recommendation and feels that an adequate resolution has not occurred, mediation may occur. The student should meet with his/her assigned Academic Advisor who may be a mediator. If after the Academic Advisor mediation, the student feels that conflict issues and concerns persist, they should meet with the Program Director who will review the case.

The faculty enforces the recommended protocol for resolution of conflict. Students should be aware that faculty is expected to encourage them to use the established protocol. A student should not feel that they cannot approach individual faculty members with issues and concerns. However, issues and concerns of conflict should, whenever possible, be directed to the parties involved before mediation by the Academic Advisor or the Program Director.

Formal:

An individual or organization with an unfavorable experience with any student, faculty member, or staff member of the Doctor of Physical Therapy Program can file a written grievance. This grievance should be filed within 30 days of the offending incident(s) and should be addressed to the Doctor of Physical Therapy Program Director. The written grievance and any corrective action(s) will be kept in an appropriate file in a locked cabinet for at least 5 years, after which they may be purged while maintaining confidentiality.

The Program procedure for managing such grievances is as follows:

1. The party wishing to file a grievance should submit a detailed written explanation of the grievance to the DPT Program Director. The description of the complaint should be as detailed as possible and should include the names of all parties involved, dates of the incident(s), and any actions taken since the incident(s).
2. Upon receiving the written grievance, the Program Director will discuss the complaint directly with the complainant within 7 days from the date that the grievance was filed.
3. Based on the discussion with the complainant, the Program Director will develop a written plan to investigate and address the complainant's concerns. This written action plan will be sent to the complainant. If the complaint falls under another authority, as outlined in the University Handbook, the Director will notify the complainant and forward the

complaint to the appropriate official.

4. If the complainant is satisfied with the written action plan, a letter from the Program Director acknowledging the resolution of the complaint will be filed in a locked file cabinet, and a copy will be sent to the complainant.
5. If the complainant is dissatisfied with the written action plan developed by the Program Director, or if the complaint is related to the Program Director, the complainant will be encouraged to submit a written grievance to the Vice President of Academic Affairs. The Vice President will contact the complainant directly, meet individually or jointly with all parties involved, and develop a written corrective action plan, which will be filed in a lock cabinet and a copy will be sent to the complainant.
6. A copy of the grievance and all written corrective action plans for resolution will be kept in a locked file cabinet for up to 5 years from when the complaint was filed.

GRIEVANCES OUTSIDE OF DUE PROCESS

To be accessible to stakeholders that are not covered by due process, a copy of the grievance procedures is sent to the clinical sites and maintained on the Program website. Grievances made by individuals that fall outside of the due process, such as complaints from clinical education sites, employers of graduates, and the public, must be submitted in writing to the Vice President for Academic Affairs via <https://www.briarcliff.edu/about/our-story/accreditation-and-policies/filing-a-complaint>. There is also a link under the Department's webpage, under Manuals & Policies: <https://www.briarcliff.edu/current-chargers/academics/doctor-of-physical-therapy>. This grievance should be filed within 30 days of the offending incident(s). The written document should include circumstances of the grievance, specific concerns, and a possible remedy.

The Vice President for Academic Affairs will notify the Department Chair of the Complaint. In collaboration with the Vice President for Academic Affairs, the Department Chair is responsible for handling complaints that fall outside of due process. In the event the Department Chair is not available, or if it is inappropriate for the Department Chair to manage the complaint (e.g., the complaint involves the Department Chair), the complaint will be forwarded to the most appropriate person. The Department Chair or his/her designee must respond to the complainant within 3 weeks of receiving the complaint. When appropriate, the Program Director or his/her designee may consult with other University offices and personnel in addressing the complaint. This may include the Vice President and/or Program Director meeting individually or jointly with all parties involved to seek resolution. The individual will be notified in writing of the decision, including potentially developing a written corrective action plan. The written grievance, supporting documents, a copy of the decision, and any corrective action(s) will be maintained by the Vice President for Academic Affairs for a period of at least 5 years, after which they may be purged while maintaining confidentiality.

ACCREDITATION COMPLAINTS

The Commission on Physical Therapist Education (CAPTE) will review complaints that relate to a program's compliance with accreditation standards. CAPTE is interested in the sustained quality and continued improvement of physical therapist education but does not intervene on behalf of

individuals or function as a court of appeal for individuals in matters of admission, appointment, promotion or dismissal of faculty, staff, or students. Comments must pertain only to the standards relative to the program or policies used in the accreditation process. A copy of appropriate accreditation standards and/or the Commission's policy and procedure for submission of complaints may be obtained by contacting the Commission on Accreditation in Physical Therapy Education at 1-800-999-APTA or at www.capteonline.org/Complaints/

RIGHTS, RESPONSIBILITIES, PRIVACY, DIGNITY OF INDIVIDUALS INVOLVED WITH THE PROGRAM

POLICIES AND PROCEDURES FOR HEALTHCARE PRACTICE

To ensure the safety of patients who are participating in Briar Cliff activities in the clinic, community, or within a classroom, students must have the following:

Protected Health Information (PHI)/ HIPAA

HIPAA requires the Department of Health and Human Services to establish national standards for electronic health care transactions and national identifiers for providers, health plans and employers. It also addresses the security and privacy of health data. This Law was to improve the efficiency and effectiveness of the nation's health care system by encouraging the widespread use of electronic data interchange in health care. During Program orientation, and throughout the program, students will be introduced to the proper use of PHI. Formal HIPAA training is conducted as part of clinical education. Students must participate in this mandatory training.

Students must follow all guidelines established by the host clinical site related to PHI. In addition, students and faculty must responsibly manage PHI as they integrate patients into clinical correlation classes.

Student Background Checks and Clearances

Applicants must understand that to meet Program outcomes, they are obliged to directly work with children and/or older adults. Therefore, criminal background checks must be performed prior to admission into the program. Such applicants/students with felony convictions/charges documented on the criminal or child abuse reports will be denied acceptance into the program of study. The Program will include written statements regarding background checks in admissions materials.

To practice physical therapy, licensing beyond a college degree is required. Applicants may be denied licensure and/or employment for misdemeanors and felony convictions, including alcohol related offenses.

Once selected as a physical therapy student, he/she has a continual obligation to report any criminal felony or misdemeanor (including drug and/or alcohol) charges pending against him/her, which occur after the student has been granted acceptance into the program. A written explanation of the pending charges should be submitted to the Program Director

within 72 hours; failure to comply with any aspect of this policy may result in immediate dismissal from the Program. The Program's Progress and Conduct Committee will review the case, as noted above, and forward it to appropriate University officials as needed.

Clinical education sites may require their own background checks before a student begins a clinical experience. The expense of the background check may be the student's responsibility.

Health Insurance

All students must provide proof of current health insurance to the Program and are accountable for payment of personal medical expenses due to illness or injury during clinical education. Students must provide a copy of their insurance card to the DCE and/or Clinical Education Assistant.

Immunizations

Students must provide current proof of immunization prior to participating in any clinical education experience. Currently, drug testing is not required for enrollment at BCU. Students are responsible for obtaining any additional immunizations or drug testing that may be required for a clinical education site. The following immunizations and tests are required, and must be valid throughout each clinical education experience: Current list of immunizations on file:

- DTaP (diphtheria, pertussis, and tetanus)
- MMR (measles, mumps, rubella) 1&2
- 1-step TB test during spring of first year and 2-step during spring of second year in which series must be completed within 13 months
- Polio
- Hepatitis B 1,2,3
- Varicella (Chicken Pox)
- Annual Flu (strongly recommended)
- COVID vaccination (strongly recommended)

Covid Vaccination: In order to abide by Iowa state law and giving the professional OTD and DPT students autonomy of judgement, while at the same time protecting the welfare of others and abiding by federal, other state, and health care organization rules, Briar Cliff University will provide relevant information about how the rules may effect clinical placement and graduation and strongly recommend to potential and current OTD and DPT students to get the COVID-19 vaccination.

These vaccinations are contractually agreed upon, and students must have them for clinical placement. In the event of students with exemptions, clinical opportunities may not be available based on clinical contractual agreements. This may prevent progression through the program.

Updates or additional vaccinations are done at a student's expense. Additional immunizations may be required for international experiences.

CPR Certification

Students must provide proof of certification in CPR for the Healthcare Provider course prior to

starting classes. All students must be certified in CPR prior to participating in a clinical education affiliation.

EMR Certification

When completed, proof of certification as an American Red Cross Certified Emergency Medical Responder will be maintained in the student profile.

Training

A record of completion of HIPAA training and mandatory reporter training will be kept on file. Additional training may be required, including those required by clinical education sites.

STUDENT CONFIDENTIALITY

Student Confidentiality of Records

The Federal Family Education Rights and Privacy Act of 1974 (FERPA) protects a student's educational records from unauthorized disclosure to third parties. A student must sign a consent form to grant access to his/her Community Standards record before the Office of Community Standards discloses the information contained in the student's records unless an exception is permitted by law. These privacy requirements apply to students' parents and/or legal guardians, except for specific situations. Federal law makes an exception in these cases and does allow, but does not require, the University to share Community Standards information. FERPA affords students certain rights with respect to their academic records.

Release of Medical Information to Clinical Sites

For clinical education reasons, the immunization record is shared with the appropriate clinical education sites. Students are responsible for maintaining communication with the DCE and Clinical Education Assistant to ensure that information on file is current. All students must have up to date immunization records to begin each clinical education experience. Specific health requirements for each clinical education site are retrieved through communication with the DCE upon confirmation of the clinical education experience. Students are informed that sites may have additional health requirements and that they must comply with them before their educational experience starts. Students will be informed of these additional requirements within a sufficient period to ensure compliance. Students are expected to present all necessary clearances and health requirements on the first day, or prior to the start of the clinical experience, as requested.

Protection of Information used for Verification of Student Identity

The Program will protect information that may be used to verify student identity in accordance with university policies, as dictated by FERPA. This Act protects student educational records from disclosure to third parties. Information that may be used to verify student identity will be protected, and only information required by Briar Cliff faculty and staff to engage the student safely and effectively during study will be provided.

Information used to verify student identity will be contained in the student's file and maintained in a locked cabinet available only to faculty and staff directly involved in the

student's course of study. This information will only be shared with clinical sites if needed. Prior to disclosure of any information to other parties for educational purposes, students will be asked to provide approval to release this information.

Information Shared with the Clinical Facility

For purposes of safety, each student's immunization record is shared with teaching or clinical sites and becomes part of the student's Educational Record under FERPA. To protect student confidentiality, details regarding the student's academic status will not be routinely communicated to clinical sites. However, clinical sites will be informed by the DCE if a student assigned to a specific clinical site is unable to engage in the clinical practice experience for academic or behavioral reasons or if they have been dismissed from the Program. The DCE will also inform the SCCE/CI if a student is entering the clinical education experience with a learning contract in place or if accommodation for a physical disability has been granted. The details of the learning contract or physical disability will be communicated so that it is clear what is expected of the CI/site and the student during the clinical experience and allows the CI to determine if he/she can fulfill the requirements of the contract.

Request for Accommodation

The Program has adopted a policy of non-discrimination. All students must successfully perform, with or without reasonable accommodation, all the Technical Standards and Essential Functions contained in Appendices A and B of this manual. The University determines its ability to meet the specific requests of special needs students on a case-by-case basis. Reasonable accommodations, as defined by Act 504 and the Americans with Disabilities Act (ADA), are provided when students self-identify and provide documentation to the University's Disabilities Services Coordinator. In accordance with Act 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), the University offers accommodations to students with documented learning, physical and/or psychological disabilities. The student is responsible for contacting the Student Support Services Office, preferably before the start of the semester, to initiate the potential accommodation process. If accommodation is granted, students should notify instructors as soon as possible to develop an accommodation plan. Course requirements will not be waived but, if possible, reasonable accommodation will be provided according to the written recommendation(s) to allow each student to meet course requirements.

To obtain this service, students must make an appointment with Student Support Services to submit documentation, talk about disability, and discuss the accommodation needed. Ideally, this should be done as soon as the student knows he/she will be attending Briar Cliff University because some accommodations require more lead time to provide. Contact the Student Support Services Office at 712-279-5531.

Please note that some accommodation (i.e., time and one half for examinations/note writing) may not be permitted for practicals and clinical education experiences to adhere to expectations of the work requirements. Although accommodation may be made at the academic level, the likelihood of accommodation being granted through the licensing agents/Boards is profoundly reduced. The mission of academic agencies and the

Accommodations used to get certain accommodations in school, based on a diagnosis. Diagnosis is just one small part of documentation for the Boards. Students must provide a lot of good, documented proof, from appropriate professionals, that their function is limited more than the average general population (DPT students are already at a disadvantage as doctoral level is already viewed much higher than “the general population”) that effects their work environment. If a student passes clinicals without accommodations in the work setting, then they are less likely to be given accommodations on the Boards as they have been shown to succeed in the workplace without accommodations. In addition, if a student does have a disability in which accommodations in the work setting have been utilized consistently (example: screen enhancer for low vision), then the student, and those who are providing documentation, need to request specific accommodations that help with that access on the Boards (i.e. screen enhancer or reader). Please note that asking for extended time on tests is often viewed as not necessarily helping access, and is often seen by reviewers as more outcome related and even counterproductive for specific diagnoses like ADHD (i.e. why given longer time if already have time concentrating/attending to a task); yet, asking the FSBPT for more breaks for Crohn’s Disease, ADHD, etc. may be seen as appropriate (breaks are not counted against testing time, so time overall time in testing center longer, but not amount of time being given to complete exam is same).

Therefore, anyone who is currently getting academic accommodations should meet with their academic advisor and discuss regularly whether changes to your accommodations in school should start changing to better prepare you for the Boards in case accommodations are not granted. In addition, if you feel accommodations may need to occur during clinicals, this conversation should start occurring ASAP with the Director of Clinical Education. Finally, if you are going to apply for accommodations for the Boards, please read the documents on the FSBPT website, start the process very early (recommended at least 1 year before applying for the Boards), ask for specific and reasonable accommodations, and get documentation from appropriate professionals not only on what your diagnosis is, but how your function in the work setting is effected more than the general population, as well as what accommodations have been made that have worked in the work environment (not school environment).

Request for Release of Academic Information

Students who request protected academic information to be shared, including requesting letters of recommendation and/or completing forms for licensure forms, must complete a FERPA release. To whom the information will be shared, as well as what information will be shared, will be determined via a FERPA release. The release will remain in effect unless revoked by the student in writing or until another FERPA form is completed. The form may be found at: <https://www.briarcliff.edu/filesimages/Current%20Chargers/Academics/Graduate%20Programs/Doctor%20of%20Physical%20Therapy/DPT%20FERPA.pdf>.

When requesting recommendations, please notify the individuals that they may be contacted. For written recommendations, students should give a minimum of 2 weeks’ notice, if possible.

HUMAN SUBJECT PROTECTION

Use of Human Subjects for Educational Purposes

To enhance the learning experience for students, faculty utilize human subjects during classroom, laboratory, and integrated learning experiences intermittently throughout the curriculum. These subjects are invaluable in allowing students to observe individuals with real impairments and thus facilitate the connection between didactic knowledge and clinical skill. Informed consent is required of all individuals before their participation. Informed consent from an individual's legal guardian or power of attorney is required for minors and those unable to make decisions for themselves prior to participation. See The Consent to Participate in a Learning Experience (Appendix D). Consent is kept in a locked filing cabinet for at least 5 years.

Before entering the classroom, the instructor must identify the patient's wishes regarding the parameters during the classroom experience. The extent to which care may be provided, and whether students may be involved in providing care to the patient during classroom experiences, will be decided upon by each subject. The instructor will clearly communicate the class expectations to the patient and answer any questions. The patient's decision to be involved, and to what extent, will not impact on the care they are receiving outside the teaching environment. Should the individual consent to allow student involvement in examination and intervention, the primary course instructor will provide onsite supervision and ensure safe practice. The individual may at any time choose to discontinue the session, refuse a particular intervention, or refuse a specific student or instructor. Following the experience, subjects may debrief with the instructor to answer questions and assess the individual's response to the experience.

Regarding the Pro Bono Clinic, patient information will be filed in secured filing cabinets and/or via a password protected secured electronic medical record system. Students and faculty will not disclose confidential patient information, including photos of patients, without written approval.

Policies and Procedures Related to Human Subjects Research

The Institutional Review Board (IRB) maintains ethical standards for research that involves human subjects, which is an integral part of professional development for the faculty and the University. The function of this Institutional Committee is to formulate, recommend, and oversee policies and procedures for conducting research with human participants. The privilege of conducting human subject research is granted based on a responsibility to engage in ethical research, respecting participants' rights, and acting consistently with the University's values. The IRB protects the rights, safety, and welfare of human research participants by adhering to the policies of the U.S. National Institutes of Health when conducting human subject research.

Students are informed of policies and procedures involving human subjects through course work during their third semester of the Program. Students and faculty collaborate on the development of a research project. Prior to data collection, each student-faculty group submits for University IRB approval.

Students are encouraged to disseminate and publish their original contributions to research. A

discussion and agreement between the faculty and students regarding proprietorship of the research product should occur before the research starts. At a minimum, the faculty and students agree that a student has two years after completing the project to complete the process for dissemination of scholarly information. After the two-year period, if no scholarship has been produced in the form of abstracts, papers, or presentations, the contributing faculty member is free to pursue dissemination of research information. If possible, the student will be notified of the faculty member's intent and may be included as a contributing investigator in the research product.

DEPARTMENTAL AND UNIVERSITY BRANDING PROTECTION

No student shall utilize Departmental and/or University names and logos without permission from appropriate authorities. This includes fundraising for student and Departmental endeavors. Any external communication and/or any presentations in which BCU, the DPT Department, and/or faculty are represented must be reviewed and approved by appropriate faculty and/or staff prior to submission or presentation. This includes social media, community presentations, and research-related activities.

SAFETY

PROFESSIONAL LIABILITY INSURANCE

Professional liability insurance coverage is provided for DPT Program students through HPSO and is renewed annually. The limits of liability (including defense costs) are \$1,000,000 for each claim, and \$3,000,000 in aggregate. Faculty and students enrolled in the Program are automatically covered and do not need to enroll for professional liability coverage. Individuals are expected to immediately report any incident to the DPT Program Director and/or DCE who in turn will report the incident to the administration, who will contact the University's insurance carrier. The policy does not cover any activity for which a student or employee is compensated by any outside party or any activity not associated with Briar Cliff University or the Department.

POTENTIAL HEALTH RISKS, STANDARD PRECAUTIONS, AND INFECTION CONTROL

The Occupational Safety and Health Administration (OSHA) requires that all health care workers understand the dangers of blood-borne pathogens and how to protect themselves and others through standard precautions. The DPT Program, as well as many of the contracted clinical facilities, requires that students and faculty have been educated regarding standard precautions. The DPT Program provides education regarding standard precautions and revisits these principles in courses like Emergency Medical Response. Training is mandatory, and a copy of the student's completion of the training will be kept on file and provided to a student's assigned clinical facility, upon request. During each clinical experience, students are required to follow all clinical facility policies regarding blood borne pathogens. Such policies include, but are not limited to, standard precautions, regular hand washing, and the appropriate use of personal protective equipment such as gloves, gowns, masks, and goggles. Any potential exposure to body fluids must be reported via the facility's reporting mechanism with an

additional report made to the DCE. Follow-up care with a physician may be required.

It is important that all bodily fluids are treated as if they contain a blood-borne pathogen. The following activities may place an individual at risk for encountering the potential exposure to a blood borne pathogen: performing CPR that includes resuscitation using mouth to mouth; dressing wounds, burns, blisters; managing an ill individual (vomit); suture/post-surgical dressing removal; assisting physicians with procedures or operating room observation; proper disposal of soiled linens and towels; cleaning tables and infected areas; proper disposal of biohazard waste. Appropriate engineering and work practice controls, along with practicing Universal Precautions, can help protect all members of the Program. Appropriate containers for biohazard waste, along with personal protective equipment, are available in the DPT learning space. All waste soiled with potentially infectious material should be disposed of in specific containers for hazardous waste and labeled accordingly. Appropriate hygiene measures (i.e., hand washing) should be performed immediately after taking care of a sick and/or injured individual. Antiseptic gels or wipes will be used for routine cleaning of equipment. Areas that are in direct contact with individuals will be cleaned using antiseptics after each use. If hands encounter any bodily substance or materials contaminated by a bodily substance, they should be washed with soap and water immediately with an antiseptic hand cleanser available in the DPT learning space. No food or drink is allowed in the DPT patient care spaces, due to exposure to blood borne pathogens. It is important that personal protective equipment be used when the potential for exposure exists. This equipment consists of the following: latex gloves, goggles, face shields, CPR masks, and gowns. Any equipment that is single use should be disposed of in red biohazard bags. Any sharp instruments (i.e., needles or scalpel blades) should be placed in an appropriate sharps container. An appropriate disinfectant solution will be made available in the circumstance that any surface is soiled with blood or body fluids.

If an exposure incident occurs, the individual involved must contact his/her direct supervisor or faculty member. If the supervisor is unable to be contacted, treatment should not be delayed. The following steps should be taken after an attempt to contact the supervisor:

- Wash the affected area with soap and water. If an eye splash injury occurs, flush the eye with water.
- Go immediately to the nearest Emergency Room with your source individual, if feasible. Do not wait until you return from the experience or activity before receiving care. The exposed individual should be given the option for baseline blood testing. If the source individual is known, they will be given the option to consent for testing to determine HIV, HCV, and HBV status. If the source individual is already known to have a blood borne disease, new testing does not need to be performed. If their status is unknown and they consent to testing, laws protecting the confidentiality of this information will be followed.
- The individual involved should follow up with recommended care.
- The involved individual should inform the DPT Program Director and/or DCE of the event and inform him/her of the recommended treatment plan and any treatment that has been provided since exposure.
- Document the incident on the Exposure Incident Report form (see Appendix E). This

document will contain the route(s) of exposure and how the exposure occurred. During times of pandemic, additional policies and procedures may be put in place to protect students, faculty, and patients.

EMERGENCY MANAGEMENT

Briar Cliff University makes the safety and security of all its campus members and guests an institutional priority. Even though the campus is not closed to others, it remains private property for use by the University community and invited guests. The Briar Cliff University Security staff protects campus and its students, faculty, and staff. When appropriate, the University issues warnings to the campus community about potential emergencies.

Emergency guidelines are provided to administrators and faculty during emergency procedures. Additional questions regarding emergency procedures can be obtained by contacting the Security Office. To ensure the safety and security of the Briar Cliff community, the University has a campus-wide messaging system that will enable University officials to communicate with registered students, faculty, and staff in an emergency. It is voluntary, but students, faculty, and staff are encouraged to register as it is the most efficient way to provide information, in a timely manner, which is critical to the safety and well-being of everyone in the University. If an alert is posted, the faculty should follow appropriate protocols and students and guests should follow the directions of the faculty member. Individuals should not avoid participating in an emergency alert, even if they believe it is a drill. All individuals should abide by safe practices until the alert has been cleared.

Information related to evacuation routes is posted in learning spaces. The Department has also established a medical emergency action plan in which procedures related to weather emergencies, active killer, mass casualty incidents, cardiovascular emergencies, diabetic emergencies, acute asthma attacks, fractures, blood borne pathogen exposure, allergic reactions, and seizures, as well as reporting, are defined. The handbook is available on the department webpage and will be reviewed with students at orientation and prior to the Clinical Correlations course series.

Inclement Weather

Although in-person student attendance is recommended, student safety is a priority. If a student feels driving conditions are unsafe to attend class when the DPT program is in session, they should try to contact the instructor before class. It is the instructor's discretion to decide if remote attendance is possible or if another student should record the lecture. Some activities are not conducive to remote learning. It is the student's responsibility to acquire the skills or knowledge shared during the missed course time. This will be considered an excused absence that will not count against the student.

The Clinic will close when there is inclement weather in which Briar Cliff University or Sioux City Community Schools cancel classes and/or activities.

Tornado Warning Procedure

In the event of a tornado warning, report immediately to one of the following tornado shelters on campus.

- Review maps of your area to get knowledge of your closest shelter.
- The underground tunnels between Alverno and Heelan Hall, or between North Hall and Heelan Hall.
- The hallway on the ground floor of Noonan Hall is open.
- The ground floor of Alverno and Toller Halls, away from the windows.
- The art gallery is in the Stark Student Center.
- The elevator hallway at Mayfair.
- In an extreme emergency, get under furniture or in a closet.

At Mayfair, go to an interior wall without windows, stay away from glass windows and doors, place protection over your head, and lay as close to the floor as possible.

Fire Alarms and Extinguishers

All campus buildings are monitored by a fire alarm system that will automatically sound fire alarms in the building if conditions are appropriate. All individuals are expected to leave the building until the fire department allows for reentrance. Any tampering with fire alarms or other safety equipment is considered a felony offense, and violators will be prosecuted and/or subject to disciplinary action.

Buildings at Briar Cliff have fire suppression, but fire extinguishers are in various locations at Briar Cliff University and at Mayfair. Students, faculty, and staff should be aware of where the fire extinguishers are located. All students, faculty, and staff should meet at the northwest corner of Mayfair in case of a fire.

AEDs

Automated External Defibrillators (AED) are in various locations at Briar Cliff University, including on the first floor of Heelan Hall. The Mayfair building has an AED in the main hallway by the ADL Suite. Students and faculty should be aware of where the AEDs are located. During Emergency Medical Response training, DPT students will learn how to safely use an AED. AEDs should never be removed from the cabinets and utilized for anything other than an emergency.

Phone Lines

Phone lines have also been placed in all Mayfair learning spaces. These phones are to be used only in case of emergency.

Active Killer

In the event of an active killer within learning spaces at Mayfair, there will be an attempt to make a building wide alert. Spaces in Mayfair have been equipped with equipment necessary to distract the active killer and provide a level of protection for students so they may attempt to escape. Training is conducted during the first year of the Program for each cohort.

SECURITY

Authority of Campus Security Office

The Briar Cliff's main campus is monitored 24 hours a day. Campus Security staff strive to provide a safe campus by locking buildings, monitoring suspicious activity, enforcing parking regulations, and reporting emergencies to local authorities. Security staff may detain individuals for questioning. They have direct communication with local police and may call for assistance when needed.

Reasonable Security

The concept of "reasonable security" recognizes that there must be a balance between an accessible academic setting and a completely secure campus. We, as community members, must also do our part to maintain a safe and secure, yet friendly campus environment. Campus Security is a resource for all of campus in helping maintain that environment. Campus Security can be reached at 712-898-1888.

Campus security routinely patrols the main campus, including buildings and surrounding areas, 24 hours/day, 7 days/week. Emergency phones are on campus.

Reporting Crimes and Other Emergencies

Students and faculty are encouraged to report suspected criminal activity and other emergencies to the Campus Security Office. Whether you are a victim or an observer, any crime, suspicious activity, or campus emergency should be reported immediately. In the case of an emergency, Call 911. If calling from a campus phone, call 9-911. Identify yourself, the type, and location of the emergency. Otherwise, call Campus Security on the cell phone at 9-898-1888 or 712-279-5430. From a campus phone, call ext. 5430.

Most rooms in Mayfair are equipped with hardline telephones. If an incident or emergency takes place in a facility, take action to ensure the safety of yourself and others, call or designate someone to call for assistance, and, if the scene is safe, provide proper care for those in need until appropriate personnel with higher levels of training arrive and state they can take over.

All incidents will be managed seriously and thoroughly investigated. When necessary, local law enforcement will be informed, and their assistance requested. Security personnel will assist emergency vehicles in locating the emergency and aid in crowd control. Inform security with information on the type and location of the emergency.

Locking Campus Facilities

To protect main campus facilities, a specified locking schedule is followed. Students and faculty entering or leaving campus facilities after lock-up hours must secure the doors.

Students and faculty may not prop open or alter a door so that it cannot lock. Students and faculty should not admit unknown persons into locked buildings. Broken locks or propped doors should be reported immediately to Campus Security. If a door has FAB access, procedures should be followed as listed below. If access to a locked door without a FAB is

desired, security must be contacted for potential access.

The Mayfair Building has a secure FAB system. Doors of the facility always remain locked. All faculty, staff, and students should utilize their personal FAB to enter the building during these hours, not allow others to use their card, not admit unknown persons into the building, and not allow individuals who are not faculty, staff, or students into the building without prior approval. Students and faculty may not prop open or alter a door into a facility so that it cannot lock. Broken locks or propped doors should be reported immediately to the Program Assistant and/or Campus Security.

Windows

Within the DPT Department, all windows of classrooms, offices, treatment spaces, or meeting rooms should remain unobstructed.

Classroom and Laboratory Access

Students, faculty, and staff may access DPT designated spaces at any time, including weekends and after hours, with use of their access card. The access card will provide access to the areas in which students are authorized. The access should not be shared with anyone else and no one else should be allowed to enter the spaces after hours except students, faculty, and staff. If an access card has been lost or broken, contact the Program Assistant immediately; the old card will be deactivated, and a new card will be ordered and programmed. There is a \$10 charge for replacements.

Visitors

Visitors are not allowed into secured spaces without prior approval from the Program and/or Assistant Program Director. No visitors are allowed in the cadaver area. Visitors should not be treated utilizing Departmental equipment, unless approved and supervised by a faculty member. Failure to comply with the policy may result in the student being brought forth to the Progress and Conduct Committee.

Animals

Without prior approval from the Program and/or Assistant Program Director, or as allowable by the Service and Assistance Animal Policy of the University (see University Student Handbook), animals shall not be brought into DPT spaces.

THERAPY FACILITY MANAGEMENT

All DPT students are oriented to the lab spaces during orientation week. Orientation includes rules for the space, the location of AED's, external phone line, fire extinguisher, and all equipment available. The following policies govern student use of the DPT lab spaces:

- Only DPT students currently enrolled in the DPT Program can access the lab before, during, and after classroom hours. No other students may use the lab space without the consent of the DPT Faculty.
- Only DPT students can use the equipment in the DPT facility.

- DPT students utilize the lab at their own risk.
- DPT students are expected to utilize only the equipment for which they have been trained during their coursework within the DPT Program.
- DPT students must follow all precautions and contraindications for equipment use.
- DPT students using the lab must thoroughly clean all equipment after each use and restore the lab to a neat and orderly appearance after each use.
- DPT students should remove shoes when using the tables and any other clothing or accessories that may damage the equipment (i.e., belt buckles, jewelry, etc.).
- If the equipment is damaged, the party responsible should inform the Program Assistant immediately.
- No equipment or supplies should be removed from the lab without the DPT faculty's consent.
- The last person to use the building should make sure the lights are off, and the doors are locked before leaving.
- To gain access outside of normal classroom hours, students utilize their FAB cards to operate the card access system located at the external doors of the building at Mayfair and at the inside door to the biomedical science labs at Heelan. The card access system provides information to campus security regarding student use of the DPT lab.
- Within the DPT Department, all windows of classrooms, offices, treatment spaces, or meeting rooms should remain unobstructed.
- Elevators are available to gain access to the third floor of Heelan.
- The DPT Anatomy labs are only available for student use during the semester when enrolled in associated courses with FAB.
- Before and after classroom hours, students are encouraged to enter the DPT labs in the company of at least one other classmate.
- No food or drink will be allowed in the lab classroom, research room, or anatomy lab.
- No students should be eating during lectures or labs.
- DPT students are expected to comply with policies for preventing disease and the transmission of blood-borne pathogens.
- Students should contact campus security immediately if there are any issues.
- Students have been assigned lockers at Mayfair and share common lockers in Heelan Hall. At Mayfair, students are responsible for appropriately caring for and cleaning lockers. Locks may be used on personal lockers at Mayfair but must be removed during breaks for faculty to inspect locker conditions. At Heelan, all student belongings should be removed daily, and locks should not be left on lockers overnight.
- Students should not enter the locker or shower rooms of the opposite gender.
- No students should be using cell phones, cameras, or any recording devices in the locker, shower, or cadaver rooms.
- Showers are available to students on the main campus. If desired, please speak to the Anatomy Coordinator.

Maintenance and Cleaning of Equipment and Space

The dedicated learning space, classroom space, and faculty offices at Briar Cliff's main campus

are maintained by the Maintenance Department. The cleaning of the Mayfair space is done by a privately contracted party, and maintenance will be done through subcontracted services. Such maintenance includes routine cleaning and general repairs.

The facilities are viewed as shared spaces that are a source of pride for all. If a food or beverage spill occurs, the area should be cleaned immediately to prevent damage, and the Program Assistant should be notified immediately.

Students are expected to promote harmonious relationships with classmates, colleagues, faculty, and staff. Be respectful of privacy in faculty offices. Faculty often have private and confidential materials on their desks. A student should not enter an office not occupied by a faculty member unless asked.

In addition, a student lounge is available for physical therapy students in Mayfair. Access to the student lounge is always available. Students should use the student lounge for breaks or eating. The refrigerator and microwave are available for students to use. The student refrigerator must be maintained by all students. Individual food should not be left in the refrigerator for more than 3 days. Shared food and drink items should be discarded prior to expiration date. Faculty and staff have the right to throw out items if the item is spoiled or out of date.

Students are encouraged to eat lunch in the student lounge; classrooms and study rooms should not be used for eating. Be respectful of other students by cleaning up the area of food items and material; the student lounge area should be kept neat and clean. Please remember these details and contribute to the proper maintenance and cleanup of the student areas regularly. Students should maintain a cooperative plan for good housekeeping in the lounge area.

Students and faculty should clean equipment and areas after use. Damaged or inoperable equipment should be reported to the Program Assistant. Students and faculty should also report to the Program Assistant on any supplies that need to be re-ordered or equipment that must be repaired. At the faculty retreats, faculty may request any additional equipment and/or supplies that may be needed.

Failure to appropriately respect and clean equipment and areas may result in a student meeting with the Progress and Conduct Committee, in which sanctions may be placed on them.

Small Group Rooms

Mayfair has small group rooms. Each room has a wall-mounted monitor that can be connected to the video output of most laptops. The rooms are available for use on a first come, first served basis, except when the rooms are scheduled for groups or class. If an individual student is using a room and is asked to leave by a group, please respect the request and leave quietly. Never leave personal items unattended in the room. If students or faculty wish to reserve a

room for a formal group meeting or class, contact the Program Assistant. Rooms will not be reserved for individual study.

Resource Room

Equipment and materials in the resource room are to assist students with learning. Materials and equipment should not be removed from the room unless approved by the Program Director. Materials and equipment used should be put back to the place where it was found. The room should have unrestricted access to all except for Briar Cliff Clinic hours and when used for testing accommodation. Any maintenance to the computers or printers should be notified to the Program Assistant.

Research Lab

The Research Lab and its associated equipment should not be utilized without prior approval from an instructor. Priority will be given to data collection and analysis.

Simulation Lab

Students may not utilize the Simulation Lab on campus without the oversight of a trained faculty member, the Sim Lab Coordinator, or a trained lab assistant.

ADDITIONAL POLICIES

LISTSERV

Listservs function as a single means of communicating with groups of students. If you have an email you wish to direct to certain cohorts or to all DPT faculty, staff, and students, please forward your email to the Program Assistant. That person will review your request and, when appropriate, forward to the appropriate listservs.

TECHNOLOGY

Students should find strong wireless connectivity to the network on Main Campus and Mayfair. Although outlets are available, it is each student's responsibility for charging their electronic device prior to class and/or having another battery.

Students are provided a limited amount of free printing on the printers in Mayfair each academic year. Students wishing to print more will have to pay through their student account. IT has instructions for connecting to and using the printers. Problems with the printers in Mayfair should be known to the Program Assistant, and if he/she cannot resolve the issue they should be referred to the IT helpdesk.

PICTURES

Students must have their pictures taken for their name badge and for a class composite that may be distributed to all clinical education sites. Students should wear name badges for

clinical and on other specified occasions. Loss of the name badge will result in a replacement fee of \$10.

Pictures of patients shall not be utilized by faculty and students without written consent, which should be maintained in a locked cabinet maintained by the Program Director and Program Assistant (see Appendix F).

COPYING

Students and faculty should avoid using the Department's copiers and printers for personal use.

TELEPHONE USE

Telephones are available in various areas of the Mayfair building. Only local and emergency calls should be made from these phones. If long distance is required for a school-related activity, please speak with the Program Assistant.

BICYCLES

Bicycle racks are on the main campus of Briar Cliff and at Mayfair. Bicycles should not be locked to benches, trash cans, handrails, or other structures around campus. Bicycles should never be brought into buildings.

TOBACCO-FREE CAMPUS

Consistent with Briar Cliff main campus policies and Blue Zone initiatives, areas overseen by the DPT Program at Mayfair will be tobacco and smoke-free, including electronic cigarettes.

CALENDARS

Academic calendars are set for the Physical Therapy Department based on the University calendar. The Departmental calendar is set by the curriculum committee and is subject to change. Faculty should utilize Departmental calendars when developing syllabi but may request the calendar to be revised based on course needs (i.e., for aquatic lab in evening). Schedules needing to be changed due to class cancellations should be seen in the policy above in this section.

TRACKING OF SCHOLARLY ACTIVITIES, PROFESSIONAL DEVELOPMENT, AND COMMUNITY SERVICE HOURS

To appropriately assess the Program and its goals/outcomes, and to write personal recommendation letters, students must submit professional and service hours, utilizing specified forms, by the end of each semester to the Assessment Chair. The following examples should be utilized to determine what constitutes professional activities and services, to properly place activities into appropriate forms:

- **Scholarly Activities: Defined as professional presentations, written submissions, and grants not required as part of a course (Scholarly Project and Clinical Correlations requirements).**
 - Peer-reviewed conference presentations outside of course requirements (such as Clinical Correlations Research Day) (may be a scholarly project that results in a professional presentation, as not a requirement of course)

- Peer-reviewed publications (may be scholarly project that results in a publication, as not requirement of course)
- Grant application
- **Professional Development Hours:** Defined as continuing education hours outside of required course requirements.
 - Professional conference attendance
 - NSC
 - CSM
 - NEXT
 - Pro Bono Networking conference
 - IPTA conferences
 - Other continuing education (online and attendance at continuing education courses)
- **Professional Service Hours:** Defined as volunteer hours (no compensation) that relate to the profession of physical therapy and are not a required part of a course (such as Clinical Correlations).
 - Service to the community (outside of required coursework)
 - Health screenings
 - Center for Active Generation Health Screenings
 - EXTRA pro bono clinic hours (above what is required for Clinical Correlations)
 - Lunch-and-learn presentations (non-peer-reviewed)
 - EXTRA Anatomy Academy hours (outside of Scholarly Project requirements, if applicable)
 - FUNfitness Special Olympic Screens
 - EXTRA STARS volunteer hours
 - EXTRA sideline physical therapy
 - Service to the Department
 - Admission interviews
 - Advisory board presentations
 - Leadership roles within the class (i.e., Class President)
 - Professional leadership roles
 - Pro Bono Board activities (weekly meetings, board position)
 - Leadership roles within the IPTA, APTA (Student Assembly), etc.
- **Community Service Hours:** Defined as volunteer hours (no compensation) that do not relate to the profession of physical therapy and are not a required part of a course (such as Clinical Correlations)
 - Service to the community (outside of required coursework)
 - Miracle League
 - Pro bono fundraisers
 - Special Olympics buddy
 - Food, shoe, bear, etc. donations
 - Soup kitchen
 - Gospel Mission

- Campus cleanup
- Coaching
- Other volunteering outside of school (church greeter, etc.)
- Leadership roles
 - Community organization committee (church committee, etc.)

Please note, some activities may fit into numerous categories, such as if attend CSM (professional development), present at CSM (scholarly activity), and attend meeting at CSM as Board Member of APTA Student Assembly (professional service hours); please do not duplicate hour but instead appropriate divide hours.

INTELLECTUAL PROPERTY

All presentations and materials from class and developed by instructors for classes are the intellectual property of Briar Cliff University and its respective core and associated instructors and faculty. Instructors who utilize materials from previous course instructors should formally acknowledge the previous course instructor's contribution to the materials. The materials should not be utilized by students as their own material and may not be presented by a student, in any form, without the written consent of the instructor who created the materials. If permission is given, then the student must acknowledge this in the presentation. Unauthorized use of intellectual property may result in consequences like those noted for plagiarism and academic dishonesty. Please refer to the Briar Cliff University's Department of Physical Therapy Student Handbook under the Academic Integrity Section.

For collaborating on scholarly work, students and faculty should first discuss expectations for contributions, potential avenues for submission, and expectations and order of authorship, based on contributions. Unless an individual does not appropriately contribute, the agreement should be followed when submitting scholarship for review. Prior to submission, all parties whose names are listed on the scholarly work should review and approve the work. If an individual contributes to a scholarly activity, but is only a minor contributor, the individual should be acknowledged for his/her contribution to any presented or published work.

Complaints regarding inadequate representation on a published or presented work should go to the Program Chair, who may serve as an intermediary and/or refer the complainant to the Editor or representative of the publishing body.

APPROVAL FOR TESTING FOR THE NATIONAL BOARD CERTIFICATION EXAM

Early Approval

The Program validates a student's graduation with the Federation of State Boards of Physical Therapy and, when requested by a student/graduate, for a specific state licensure authority. It is a student's/graduate's responsibility to complete necessary steps and paperwork to sit for the NPTE and to apply for specific state licensure. Validation with FSBPT by the Program Director will only occur if a student has shown appropriate progress with terminal clinical education experiences before early Board registration deadline. Students in the DPT program who have met the program requirements for all didactic and clinical coursework with passing grades and

have achieved a minimal established score on the two Academic Practice Exam and Assessment Tools (PEATs), are eligible to receive approval from the DPT Program Director to pre-register and sit for the National Physical Therapy Examination (NPTE) before formal completion of the program. To receive approval to take the early board exam, students must achieve an average of 610 on the two PEATs. The first exam score must be above 600, second exam of at least 610. If in jeopardy of not passing the clinical experience, a student is not eligible to take the boards early. If there are any concerns of academic integrity on the PEAT, with supportive data, the entire cohort will be ineligible for the early exam.

Request for approval to sit early for the NPTE should be submitted in writing to the Program Director. Students who need educational verification and/or recommendations for state authorities must have an appropriate FERPA form on record with the DPT Department that allows disclosure of necessary information and must make the request at least 2 weeks prior to the deadline.

All Other Test Dates

The Program validates a student's graduation with the Federation of State Boards of Physical Therapy and, when requested by a student/graduate, for a specific state licensure authority. It is a student's/graduate's responsibility to complete necessary steps and paperwork to sit for the NPTE and to apply for specific state licensure. Validation with FSBPT by the Program Director will only occur if a student has shown appropriate progress with terminal clinical education experiences within two months of graduation. Students who need educational verification and/or recommendations for state authorities must have an appropriate FERPA form on record with the DPT Department that allows disclosure of necessary information and must make the request at least 2 weeks prior to the deadline.

STUDENT ROLES IN GOVERNANCE

Students have multiple opportunities to influence the DPT Program. This includes, but is not limited to, students serving on various Departmental Committees, having a class representative, and assisting with the development and implementation of various Departmental activities. Students can also influence change through course evaluations and various pre- and post-graduation assessments. In addition, the Program Director, faculty, and various Committees have an "open door" culture for students to professionally express concerns. Class representatives serve as the spokesperson for the class, maintain communication with the Program Director, Director of Clinical Education, and Program Assistant, gather volunteers for activities, and attend Committee of the Whole Meetings.

Student DPT Committees

Student Elections

In order foster communication and allow students to have the ability to provide input to the Department, first- and second-year cohorts conduct annual elections in the summer for the following positions:

1. President

- a. Serves as the liaison for the cohort at Committee of the Whole and Advisory Board meetings, is a liaison between the respective cohort and faculty, as well as organizes and conducts cohort meetings.
- b. President will organize lunch and learns for students to learn more about the surrounding community opportunities.
2. Secretary
 - a. Keeps minutes of cohort meetings and submits to the Program Assistant to maintain records and accreditation reviews. – Maintaining minutes for the pro bono clinic meetings as well. If President is not available, they will attend the COW meeting in their place.
3. Historian
 - a. Takes and maintains pictures and records of class activities used for promotions and special events.
4. Admissions Committee Representative
 - a. Assists the Admissions Committee and Admissions Coordinator in the execution of admissions activities.
5. APTA Physical Therapy Student Liaison
 - a. Serves as the Program's Student Liaison to the APTA. This individual disperses email communication for the state's Core Ambassador, forwards students' concerns regarding the APTA, and encourages APTA engagement with BCU students. This student must be a current APTA member in good standing and being an Iowa APTA Chapter member is suggested. The Iowa Core Ambassador and/or the Program Director reserve the right to dismiss the liaison based on failure to perform position responsibilities and/or failure to meet DPT Program standards.
6. Curriculum Committee Representative
 - a. Serves as a liaison between the cohort and the Curriculum Committee, including providing cohort perspectives on modifications to the curriculum (see Curriculum Committee).
7. Faculty and Staff Search Committee Representative (as needed)
 - a. Participates in the interview process, provides a student perspective on potential candidates for hire, and informs students of applicant presentations (see Faculty and Staff Search Committee).
8. Policy Committee Representative
 - a. Serves as a liaison between the cohort and the Policy Committee, including providing cohort perspectives on the creation and revision of DPT policies to be considered by the Committee of the Whole.
9. Professional Opportunities Liaison
 - a. Serves as an intermediary between current BCU DPT students, BCU DPT alumni, and employers by fielding emails regarding physical therapy job postings and reviewing those requested job postings for appropriateness before posting into a shareable Google spreadsheet called Physical Therapy Job Postings. Under no circumstance will these job postings be discriminated against. The job postings will be deleted after two months of being on the spreadsheet to keep the document updated with only current

listings. Non-Briar Cliff email addresses of BCU DPT graduates will be added to the spreadsheet each year.

10. Special Events Representative

- a. Serves as a liaison between the cohort and the Special Events Committee, including providing student perspectives on special events and assists the Program Assistant and Alumni Board in the planning and implementation of Special Events (see Special Events Committee).
- b. Representative will organize semesterly activities for all cohorts to be a part of to allow for an increase of cohort unison. The representative will help set up and take down events and one week after an event will clean out the fridge.

11. Volunteer Coordinator

- a. Serves as the point person for the cohort to actively seek volunteer opportunities and field any suggestions for volunteerism for the Briar Cliff Physical Therapy Program. This position holder communicates with the cohort about the availability of such community service activities.
- b. Representatives will send out monthly reports of volunteer opportunities around the Sioux City area to the cohort. They will also send out a summary of volunteer hours that most of the class participated in to let students keep track of volunteer hours for each semester. Representative will actively organize volunteer opportunities for the cohort to be a part of throughout the semester through projects going on in the community.

Briar Cliff Clinic Student Board

Students of the Briar Cliff DPT program serve on a board that helps manage and operate the Pro Bono Clinic. Please refer to the Briar Cliff Pro Bono Clinic Handbook for details regarding the composition of the Student Board. A Core Faculty Member will be appointed to serve as Representative to the Student Board.

COMMENCEMENT

Commencement activities, including a Hooding Ceremony, DPT Program reception, graduate mass, and graduation/commencement, are not required, but candidates are urged to attend all commencement exercises.

SUGGESTIONS FOR COMPLYING WITH ACADEMIC RULES AND REGULATIONS

1. THINK LIKE A PROFESSIONAL
2. Email or telephone Program Assistant, the instructor, clinical instructor, and/or Program Director early in the morning if absence or tardiness is unavoidable.
3. When possible, discuss absences with the professor and or CI well in advance.
4. BE PREPARED FOR CLASS – Complete the assigned readings and homework prior to class and integrate material from previous courses.
5. Check email accounts frequently as it is the primary mode of communication for announcements, etc.
6. ACTIVELY PARTICIPATE fully in lectures, discussions, and laboratory sessions
7. Do not aim for a certain grade, aim for high competency.

8. Utilize instructor office hours (email or face to face) to ask for tutorial assistance as the need arises.
9. Turn cell phones to silent mode in class, check only during breaks, and use of computers or electronic media should be used for class purposes only (no email, internet searching, Facebook etc.)
10. Be careful with social media.
11. Adhere to APTA Code of Ethics and Professional Core Values
12. Care for facilities and equipment as if you own them.
13. Respect others as if they were family members.
14. Maintain integrity in everything you do! How you are in class is a depiction of your behavior to clients/patients in the clinic.

APPENDICES

APPENDIX A. TECHNICAL STANDARDS FOR ADMISSION AND PARTICIPATION IN THE DOCTOR OF PHYSICAL THERAPY PROGRAM

Purpose of Technical Standards

Briar Cliff University's Doctor of Physical Therapy (DPT) program is committed to equal opportunity for all qualified applicants and students. The following technical standards outline the essential abilities required for admission and progression in the Program. These standards ensure that students have the physical, cognitive, and behavioral capabilities necessary to complete the rigorous academic and clinical components of the curriculum and to competently perform the duties of a physical therapist with or without reasonable accommodations.

Consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), we do not discriminate on the basis of disability. We encourage applicants who may require accommodations to engage in an interactive process with the Office of Accessibility Services. Reasonable accommodations will be provided in accordance with the Americans with Disabilities Act (ADA), but students must be able to perform the essential functions of a physical therapist independently or with reasonable accommodations.

Domains of Technical Standards

1. Observation

Students must be able to acquire information through:

- Visual, auditory, and tactile means.
- Observing patients accurately for evaluation and treatment purposes.
- Perceiving non-verbal cues, including facial expressions, body language, and pain indicators.
- Reading charts, graphs, and digital displays
- Using diagnostic tools and interpreting results (e.g., goniometry, electromyography, video gait analysis).

Reasonable accommodations may include:

- Assistive technologies such as magnifiers, amplified stethoscopes, or video captioning.

2. Communication

Students must be able to:

- Receive and deliver verbal, non-verbal, and written communication clearly, effectively, efficiently, and sensitively.
- Establish rapport and exchange information with patients, caregivers, colleagues, and faculty.
- Document in clinical records accurately, efficiently, and with appropriate medical terminology.

Reasonable accommodations may include:

- Assistive communication devices, interpreters, or speech-to-text software.

3. Motor and Physical Function

Students must be able to:

- Perform motor tasks necessary for physical therapy assessment and intervention, including patient handling, manual therapy, and therapeutic exercise.
- Move within clinical environments to provide care and respond promptly to emergencies.
- Safely and effectively assist with patient mobility (e.g., transfers, gait training).
- Demonstrate sufficient physical stamina to carry out academic and clinical duties.

Reasonable accommodations may include:

- Use of adaptive equipment, modified techniques, or adjustments to clinical schedules when feasible and safe.

4. Cognitive, Conceptual, Integrative, and Quantitative Abilities

Students must be able to:

- Learn, synthesize, integrate, and apply knowledge from multiple sources.
- Analyze, interpret, and synthesize information for decision-making.

- Comprehend, retain, and apply didactic and clinical instruction
- Critically analyze, interpret, synthesize, and problem-solve to make sound clinical judgments based on evidence and patient information.
- Have adequate attention and concentration to complete complex tasks.

Reasonable accommodations may include:

- Extended testing time, note-taking support, or alternate assessment formats.

5. Behavioral and Social Attributes

Students must demonstrate:

- Emotional stability, resilience, adaptability, and effective stress management to adapt to changing environments.
- Interpersonal skills for effective collaboration in interdisciplinary teams and with diverse populations.
- Professionalism, including ethical behavior, integrity, compassion, respect for diversity, and accountability.
- The capacity to accept constructive feedback and modify behavior accordingly.

Reasonable accommodations may include:

- Coaching or support services, adjusted schedules, or therapeutic support if needed.

Statement of Understanding

Applicants are required to acknowledge that they have reviewed and understand these technical standards. Candidates who are unable to meet these standards with or without reasonable accommodations may be deemed ineligible for admission or progression in the program.

Applicants who may require accommodations are encouraged to contact the university's Office of Accessibility Services as early as possible.

Accommodations Process

Students who anticipate or experience barriers in meeting these standards are encouraged to contact:

Office of Accessibility Services

Early disclosure allows for timely implementation of accommodations, but students can initiate this process at any time.

Applicant Acknowledgement

All admitted students must affirm that they can meet the program's technical standards with or without reasonable accommodation.

I have read and understand the Technical Standards for admission and participation in the Doctor of Physical Therapy Program at Briar Cliff University. I affirm that I can meet these standards, with or without reasonable accommodation, and am committed to working with the appropriate offices to implement necessary support.

Printed Name: _____

Signature: _____

Date: _____

APPENDIX B. ESSENTIAL FUNCTIONS FOR DOCTOR OF PHYSIAL THERAPY STUDENTS AT BRIAR CLIFF UNIVERSITY

PURPOSE AND SCOPE

The Doctor of Physical Therapy (DPT) program at Briar Cliff University prepares students to become competent and compassionate healthcare professionals who can provide quality patient care. The program requires students to develop a wide range of cognitive, physical, and emotional skills to perform effectively in clinical and academic settings.

These standards apply to all students in the DPT program, across didactic, laboratory, and clinical education settings. They describe the essential abilities and behaviors that students must demonstrate at the time of graduation to ensure safe, effective, and ethical physical therapy practice and to meet professional and licensure expectations. They are aligned with the Clinical Internship Evaluation Tool (CIET), APTA Clinical Performance Instrument (CPI 3.0), and the Mission, Values, and Student Outcomes of the DPT Program.

To ensure equal access to education for all students, including those with disabilities, we have outlined the essential functions necessary for successful completion of the DPT program. If you are a student with a disability and need accommodations, please reach out to Briar Cliff University's Abilities Office to begin the interactive process. Accommodation that would fundamentally change required competencies are *not* guaranteed, but reasonable accommodations will be made where it is possible to enable students with disabilities to meet these standards. Examples of reasonable accommodations may include assistive technologies, alternative formats, adapted lab or clinical tasks, where feasible.

CLINICAL PERFORMANCE EXPECTATIONS (ALIGNED WITH CIET & CPI)

Below is a table mapping expected performance domains. Students, clinical instructors (CIs), and faculty should use this as a guide for evaluation and self-assessment.

Domain	Key Components
Patient Management	Examination, Evaluation, Diagnosis / Prognosis, Intervention
Communication & Interpersonal Skills	Effective communication with patient, family, team; cultural competence; feedback exchange
Clinical Reasoning	Use of evidence, judgment, adapting interventions, adjusting plan of care, patient outcomes

Domain	Key Components
Ethical / Legal / Safety Standards	Understanding professional code of ethics; patient safety; confidentiality; risk management
Self-Assessment and Reflective Practice	Identifies personal strengths/weaknesses; sets goals; responds to feedback

FUNDAMENTAL TECHNICAL STANDARDS

Students must demonstrate the ability (with or without reasonable accommodation) in the following domains:

- **Observation:** Accurately see, hear, and interpret patient cues (e.g., movement, posture, nonverbal communication).
- **Motor / Physical:** Ability to execute physical tasks required of a PT, including transfers, manual therapy, gait training, sustained physical stamina.
- **Communication:** Verbal, nonverbal, written, digital communication with patients, families, interdisciplinary team.
- **Cognitive / Clinical Reasoning:** Critical thinking, decision-making, problem-solving, ability to integrate evidence and patient values.
- **Professional Behavior & Integrity:** Ethical conduct, accountability, punctuality, responsibility, self-reflection.
- **Technological / Digital Competence:** Proficiency with clinical tools, electronic documentation, telehealth tools, patient management software.

Observation Skills

Graduates must have sufficient observation skills to observe patients and perform clinical evaluations effectively. Skills including, but is not limited to:

- Visually observing patients in clinical settings, including physical changes, body posture, and alignment
- Observing non-verbal cues from patients such as facial expressions, gestures, and gait

Example Accommodations:

- Use of assistive devices (e.g., magnification tools or voice-to-text software)
- Availability of physical therapy assessment devices for students with visual or sensory impairments

Motor and Physical Skills

Graduates must have sufficient ability to perform physical tasks required for patient assessment, diagnosis, and treatment. This includes, but is not limited to:

- Lifting, transferring, moving, positioning patients safely with the assistance of devices and other personnel
- Manual dexterity to perform therapeutic techniques such as joint mobilizations, massage, manual therapy, therapeutic interventions, and application of modalities (e.g., ultrasound, electrical stimulation)
- Manipulating and adjusting therapeutic equipment safely
- Moving throughout clinical facilities, labs, home, community settings
- Maintaining stamina for full clinical rotations

Example Accommodations:

- Use of adaptive equipment or assistive technology (e.g., power mobility aids, alternative grips)
- Assistance from peers, clinical faculty, or staff to perform tasks that require significant physical exertion, provided safety and patient care are not compromised
- Adjustments to classroom settings to ensure accessibility of physical space

Communication and Interpersonal Competence Skills

Graduates must be able to effectively communicate with patients, faculty, and peers. This includes, but is not limited to:

- Speaking clearly

- Professional writing skills for documenting patient information and clinical observations.
- Clear verbal and non-verbal communication to provide information, instructions, and counseling to patients
- Listening and comprehending information provided by patients and healthcare team members
- Use of appropriate language (culturally competent, compassionate)
- Communicating through digital mediums / documentation accurately
- Receiving and responding professionally to feedback

Example Accommodations:

- Use of hearing devices or sign language interpreters for students with hearing impairments
- Use of speech-to-text software or other adaptive communication tools for students with speech impairments
- Extended time for written assignments and exams as necessary

Cognitive, Intellectual Function, Clinical Reasoning, Time Management, and Organizational Skills

Graduates must be able to demonstrate critical thinking, clinical reasoning, and judgment in patient care, as well as manage multiple responsibilities and prioritize tasks efficiently. This includes, but is not limited to:

- Learning, processing, integrating, and recalling complex information in an academic and clinical setting
- Problem-solving in dynamic situations
- Assessing patient conditions, formulating treatment plans, and understanding scientific literature to apply evidence-based interventions
- Making timely decisions and prioritize tasks effectively, particularly in patient safety contexts and high-pressure environments
- Meeting deadlines for academic assignments, clinical evaluations, and patient care.
- Organizing patient records, clinical documentation, and academic materials

Example Accommodations:

- Extended time for exams, assignments, and clinical evaluations for students with cognitive disabilities
- Use of note-takers, audiobooks, or assistive technology for accessing instructional content
- Permission for alternative methods of demonstrating knowledge (e.g., oral presentations, recorded submissions)
- Extended deadlines or flexible scheduling for students with processing delays or other disabilities
- Use of organizational tools and strategies, such as task management software or note-taking assistance

Professional Behavior, Integrity, and Ethical Standards

Graduates must be able to interact with patients and healthcare teams with empathy and professionalism, as well as uphold professional conduct and ethical standards in practice. This includes, but is not limited to:

- Adhering to APTA's Code of Ethics and institutional policies
- Demonstrating integrity, honesty, respect, reliability
- Demonstrating time management, responsibility, accountability
- Demonstrating cultural humility and sensitivity to diverse patient populations
- Providing compassionate care while maintaining professional boundaries
- Demonstrating emotional resilience to manage stress, confront challenging situations, and maintain composure in clinical environments
- Collaborating effectively with colleagues, instructors, and patients
- Consistently demonstrate professionalism, integrity, and accountability in all academic, clinical, and interpersonal interactions
- Providing safe and effective care in diverse and sometimes challenging situations.
- Respecting patient confidentiality, informed consent, and the autonomy of patients

Example Accommodations:

- Flexibility in scheduling or clinical rotations for students with mental health challenges
- Access to counseling or mental health support services
- Peer or mentor support for students experiencing emotional or psychological difficulties
- Support and resources for students to develop and maintain coping strategies for managing challenging ethical situations
- Collaboration with Disability Services for tailored accommodations regarding behavioral expectations

Technological and Digital Competence Skills

Graduates must be able to demonstrate:

- Proper use of Electronic Health Records (EHR), documentation systems
- The ability to use telehealth platforms, remote patient-monitoring tools
- The use of clinical diagnostic/treatment equipment (e.g., gait labs, motion-analysis, assistive devices)
- An understanding data privacy, ethical issues around digital health

Example Accommodations:

- Screen readers
- Speech-to-text Software
- Text-to-speech tools
- Alternative input devices
- Simplified or accessible versions of software
- Closed captioning/ transcripts for instructional videos, webinars, meetings, or online courses

EVALUATION, FEEDBACK, AND REMEDIATION

- To ensure a student has the appropriate level of cognitive knowledge and psychomotor skills to advance to third-year clinicals, students will be evaluated at the end of their second year using a comprehensive examination and a comprehensive practical.
 - Evaluations will include feedback
 - Failure to meet minimum expectations will result in opportunities to remediate and address deficiencies
- Students will be evaluated using both CIET during clinical internships / rotations (midterm & final) with self-evaluation included.
 - Incremental improvement is expected across terms.
 - If standards are not met, remediation plans will be developed.
 - Evaluations will include feedback; opportunities to address deficiencies.

APPENDIX C. EXAMINATION AND LAB PRACTICAL CONTRACT

I affirm that I will not share any information that may give an academic advantage to another student, including content of an examination, lab practical, case study, case report or required paper for any of the courses associated with the Briar Cliff University Doctor of Physical Therapy Program of which I am enrolled. I will under no circumstance make a reproduction of tests, lab practical materials, case studies/reports, or give verbal descriptions of examination(s) or practical content to other students. Reproductions may include handwritten copies, photographs, scans, videos, photocopies, etc. that could unduly benefit other members of my cohort or other cohorts. If I do so, I understand that I may be brought forth in front of the Department Progress and Conduct Committee and subject to discipline regarding the breach of contract; disciplinary action may include dismissal from the Program.

Print Name: _____

Signature: _____

Date: _____

APPENDIX D. CONSENT TO PARTICIPATE IN A LEARNING EXPERIENCE

Why are you being asked to participate?

This is a learning experience (classroom, lab, or clinic) which involves students enrolled in the Doctor of Physical Therapy Program at Briar Cliff University. We are inviting you to participate in this learning experience because you fit the description of an individual who is experiencing a condition like what the students have been learning in class. Your participation in this experience will enhance the students' understanding of important concepts and support what they are learning in class.

Please read this form and ask any questions that you may have before agreeing to take part in this learning experience.

Procedures

If you agree to participate, you will be asked to do the following:

1. Attend a classroom, laboratory, or clinical experience at a location determined by DPT Faculty in consultation with you. The location for most learning experiences will occur in the Physical Therapy Department's facilities in the Mayfair Building.
2. You will be asked to wear clothes that allow access to the body part that will be the focus of the learning experience, if applicable and culturally acceptable.
3. You may be asked to share with faculty and students in small and/or large group settings any pertinent past medical history, details regarding the events leading up to your participation.
4. Faculty and students may interact with you both verbally and physically. This may require direct manual contact and close interaction for extended periods of time.
5. Students and faculty members may be involved. More than one person may be working with you and interacting with you. After explaining each procedure, your permission will be requested BEFORE implementing the procedure.
6. Students have been informed of what the Program expects from them during this experience. You can expect to be treated kindly, gently, and professionally.
7. At the conclusion of the experience, faculty and students will summarize the experience, provide any data that may have been obtained, and be sure that you are given ample time to ask any questions and provide feedback.

Alternate Procedures

Alternate procedures may be employed if standard procedures are unable to be performed. In such cases, your informed consent will be given prior to using alternative procedures.

Length of Participation

Times will vary and may last for 1-4 hours. Additional sessions may be used only if your permission is granted.

Confidentiality

Some of the data collected during the learning session may be used in presentations or publications. However, there will be no information included that will make it possible to identify you without your permission. To help protect your confidentiality, your name will be coded, and any information discussed, or data collected during the learning session will not be shared with anyone outside of the activity.

If a report or article is written about this research project, your identity will be protected to the maximum possible. Your information may be shared with representatives of Briar Cliff University or governmental authorities if you or someone else is in danger or if we are required to do so by law.

In accordance with legal requirements and/or professional standards, we will disclose to the appropriate individuals and/or authorities, information that comes to our attention concerning child abuse or neglect or potential harm to you or others.

Waivers of Elements of Confidentiality

Not Applicable

RISKS

This activity has the following risks:

There is a minimal chance that throughout the process of examination and intervention during the learning experience that you could experience an increase in your symptoms, or you may develop additional symptoms. The likelihood of these risks is minimal, and all appropriate precautions will be taken to avoid such a situation. All care will be provided under the direct supervision of Briar Cliff University Faculty.

BENEFITS

Benefits of being in this activity:

You may notice improvement in response to the care provided. You may also benefit from developing a greater understanding of your condition and how to manage it better. You will also be adding to the learning experience of faculty and students, which may lead to more favorable outcomes for others.

Rights

Your participation in this learning experience is completely voluntary. You may choose not to take part at all. If you decide to participate, you may stop participating at any time. If you decide not to participate or if you stop participating at any time, you will not be penalized or lose any benefits to which you would otherwise qualify. Your involvement in the study will end if we are made aware of a condition that will put you at risk of injury.

Injury

Briar Cliff University does not provide any medical, hospitalization or other insurance for participants in this activity, nor will Briar Cliff University provide any medical treatment or

compensation for any injury sustained because of participation in this activity, except as required by law.

Costs

There is no cost for participation.

Compensation

Unless otherwise noted, you will not be reimbursed for your time and participation in this activity.

Summary of Findings

If you wish to have a written summary of this learning experience findings, contact the faculty member.

Contacts and Questions

This learning experience is being conducted by Briar Cliff University DPT Students and Faculty. Please direct any questions about this experience to the faculty member organizing it. If your questions have not been answered or if you have any additional questions, please contact Dr. Patrick Cross, DPT Program Director, by phone at 712-279-1708 or Patrick.cross@briarcliff.edu.

If you would like a copy of this consent form, please request one.

Statement of Consent

I have read the information above. I have asked questions and have received satisfactory answers. I consent to participate in this activity.

Participant Name

Age

Signature of Participant (or legal Guardian)

Date

University Official Signature as Witness

Date

APPENDIX E. EXPOSURE INCIDENT

**Exposure Incident Report
Briar Cliff University
Doctor of Physical Therapy Program**

Name _____

Date ____/____/____

Date of Birth ____/____/____

Telephone (Home) _____

Telephone (Cell) _____

Date of Exposure ____/____/____

Time of Exposure _____AM ___PM___

Location of Incident _____

Hepatitis B Vaccination Status _____

Describe the circumstances under which the exposure incident occurred:

Name what body fluids, if any, you were exposed to:

Describe the route of exposure (mucosal contact, contact with non-intact skin, percutaneous):

Describe any personal protective equipment (PPE) in use at the time of the exposure incident:

Did the PPE fail?

If yes, how?

Identification of source individual(s) name(s):

Other pertinent information:

Physician/Health Care Provider Information

Name of physician/health care provider:

Facility:

Address:

Phone Number:

Was the student treated in an emergency room? Yes_____ No_____

Was the student hospitalized overnight as an in-patient? Yes_____ No_____

APPENDIX G. ACKNOWLEDGEMENT

Represented by my signature, I acknowledge that I have received and will operate within the requirements of the Briar Cliff University Doctor of Physical Therapy Program Student Handbook/Policies and Procedure Manual, as well as the Briar Cliff University Student Handbook and Catalogue. My signature confirms that I have read, understood, and will comply with its contents, and all my questions have been answered satisfactorily.

Signature

Date

Name (Print)