Department of Physical Therapy Student Handbook
INTRODUCTION

The following handbook serves not only as a handbook, but a policies and procedure manual. The handbook has been established for the purpose of clarifying, organizing, and maintaining 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 the School of Graduate Studies Student Handbook. Some of the material found in this handbook represents materials from the University’s Student Handbook and the School of Graduate Studies’ Student Handbook. This manual will serve as a valuable reference for DPT students as they engage in the daily activities in 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 in a timely manner via email, official announcements, and postings to 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 in regard to information related to their role as a student at Briar Cliff University.

This handbook, dated November 2014, supersedes all prior revisions of the DPT Handbook.
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 School of Graduate Studies Student Handbook, and the Briar Cliff University Student Handbook. My signature confirms that I have read, understand, and will comply with its contents, and all of my questions have been answered satisfactorily.

___________________________________________  _________________
Signature                                      Date

____________________________________________
Name (Print)

Please remove this page and return it to your academic advisor.
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SECTION I:

GENERAL INFORMATION
HISTORY OF THE UNIVERSITY

In 1929, only briar patches covered a 175-foot hill located on the western outskirts of Sioux City, Iowa. Two pioneers, Sister Mary Dominica Wienke, 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, 25 women started classes in Heelan Hall, the only building on campus. Briar Cliff University began its first scholastic 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 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 corporation of
the religious congregation. 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 been traditionally 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 a very strong undergraduate and graduate nursing programs, as well a well-established pre-health science undergrad program. Initially, the BCU leadership teamed considered several professional health care graduate programs. The DPT education program was ultimately selected because its philosophy of care was compatible with the 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 (the University of South Dakota and Creighton University) 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 strong support from local hospitals and clinics for a DPT program at BCU, and while four other institutions in Iowa offer a DPT Degree program, there was not a higher education institution offering this degree program in Western Iowa, where there shortage of physical therapists has been noted. In August 2013, BCU University hired Patrick Cross, PT, DPT, RHF to be BCU’s Developing DPT Program Director and ultimately start the process for applying for Candidacy Status with 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 December 1, 2014.

LOCATION

Briar Cliff University (BCU) 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 very
accessible to the major interstates and highways, as well as shopping and a multitude of health care facilities, including physical therapy clinics.

IDENTITY

Briar Cliff University is a vibrant living/learning community located on the rolling Loess Hills in Sioux City, Iowa. It is a coeducational, private university offering a strong, values-based, liberal arts education as well as 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 location of the university in Siouxland, with the Missouri River as the western boundary.

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

*Mater Gratiae*, Mother of Grace, proclaims Mary, mother of the Savior, as patroness of Briar Cliff under her title of 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 given to
   summon forth the best we know, glad of heart for joy in
   learning and free of mind that truth may grow. O Briar Cliff teach
   us to share, in peace and good with one another, so
   nurture us a loving mother, that all our lives we honor you.
   see the earth in Francis’ vision, and God within each person find.

2. On this hill we raise our beacon that
   in the world your light may shine, hear our prayer to grow in
   wisdom, support our hope by grace divine. O Briar Cliff teach
   us to care, that still beyond the changing seasons we
   see the earth in Francis’ vision, and God within each person find.

Words: Phil Hey. Music: John Cheetham. © 1991, Briar Cliff University
# UNIVERSITY AND COMMUNITY EMERGENCY AND SAFETY RESOURCES

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<tr>
<td>Campus Security</td>
<td>712-279-5430 (office)</td>
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<tr>
<td></td>
<td>712-898-1888 (cell)</td>
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<tr>
<td>Vice President for Student Development</td>
<td>712-279-5425 (8am – 4:30pm)</td>
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<tr>
<td>Director of Campus Life</td>
<td>712-279-1715 (8am – 4:30pm)</td>
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<tr>
<td>Resident Assistant Cellular (answered from 8pm to 8am)</td>
<td>712-253-1676</td>
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<tr>
<td>Counseling Services</td>
<td>712-279-5433 (8am – 4:30pm)</td>
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<tr>
<td>Health Services</td>
<td>712-279-5436 (8am – 4:30pm)</td>
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<tr>
<td>Director of Facility Services</td>
<td>712-279-5435 (8am – 4:30pm)</td>
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<td>9-911 (on campus)</td>
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<td>911 (off campus)</td>
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<td>Fire</td>
<td>9-911 (on campus)</td>
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<td></td>
<td>911 (off campus)</td>
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<tr>
<td>Police (non-emergency)</td>
<td>712-279-6960</td>
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<tr>
<td>Mercy Medical Center (Emergency/Trauma)</td>
<td>712-279-2066</td>
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<tr>
<td>UnityPoint Health (Emergency Outpatient)</td>
<td>712-279-3141</td>
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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
Noonan Hall, 101, 712-279-5400
The President of Briar Cliff University provides overall leadership for the University. In doing so, the President works 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 AFFAIRS
Heelan Hall, 155, 712-279-5402
The Vice President for Academic Affairs oversees the academic operations of the University, including academic programs and faculty recruitment.

VICE PRESIDENT FOR ENROLLMENT MANAGEMENT
Noonan Hall, 104, 712-279-1628
The Vice President for Enrollment Management supervises admissions, financial aid, and marketing.

VICE PRESIDENT FOR FINANCE
Noonan Hall, G2, 712-279-5504
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 UNIVERSITY RELATIONS
Noonan Hall, IA, 712-279-5423
The Vice President for University Relations supervises fundraising and alumni relations.
VICE PRESIDENT FOR STUDENT DEVELOPMENT
Stark Student Center, Student Development Suite, 712-279-5494
The Student Development Division oversees campus life and housing, student activities, campus security, career development, leadership programs, athletics, campus ministry, health and wellness, counseling, multicultural programs and summer orientation. Student Development coordinates many of the aspects of the student experience, social and personal growth and broad based learning outside the classroom.

DIRECTORY

STREET ADDRESS
Briar Cliff University, 3303 Rebecca Street, Sioux City, Iowa 51104

TELEPHONE
1-800-662-3303

FINANCIAL AID
Brian Eben, Director of Financial Aid 712-279-5239

TRANSCRIPTS AND CLASS SCHEDULES
Deidre Engel, Registrar 712-279-5447

GRADUATE SUPPORT
Library/Information Services 712-279-5449
IT Services Specialist 712-279-1673
Vice President for Academic Affairs 712-279-5402
Richard Petersen, EdD, MSN, RN, Chair, Executive 712-279-1662
Committee of the Graduate School
Patrick Cross, PT, DPT, RHF, Director, Physical Therapy 712-279-1708 (office)
605-202-0997 (cell)
Heidi Nelson, PT, DPT, Director of Clinical Education, Physical Therapy 712-279-5478 (office)
608-293-0000 (cell)

CAMPUS RESOURCES
ADMISSIONS
Noonan Hall, First Floor, 712-279-5200
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
Noonan Hall, 712-279-1705
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 30 credits before leaving are deemed alumni and are part of the more than 10,000-member Briar Cliff Alumni Association.

ATHLETIC OFFICE
Newman Flanagan Center, 712-279-1646
Athletics are a vital component of a 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
Heelan Hall, first floor 279-5416
The Eldon and Regina Roth Campus Bookstore carries many items, including books, IPAD accessories, school supplies for class projects, Hurley backpacks, all name brands of BCU appeal, BCU loadable gift cards and iTunes cards too. BCU memorabilia, greeting cards, jewelry, health products, and residence life supplies, hammocks that can second as a couch under the loft and a Kodak Kiosk for printing and creating gifts. The Bookstore also carries food, candy, soda, orange juice and power drinks. A Campus Book Rental Kiosk is available for book rentals, another service choice for the students. This service requires a credit card as this service doesn’t go on the student account. Online ordering of books through the BCU bookstore web page is another option. A current BCU photo ID is required for all account charges. Please visit our website: www.cliffshop.com.

Approved: November 2014
BUSINESS OFFICE
Noonan Hall, G2, 712-279-5440 or 712-279-1717
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 advices, 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 as well. Other services offered include check cashing services (up to $200; photo ID required) and stamps available for purchase.

CAMPUS EVENTS COORDINATOR
Noonan Hall, University Relations, 712-279-1705
The Campus Events Department serves the Briar Cliff Community in organizing and completing all the details pertinent to individual meetings and large group gatherings. Events are added to the University master calendar and are tracked until completion of the last details. Functions are added to the master calendar via the virtual EMS program (Event Management System) on the BCYou homepage. To avoid scheduling conflicts, employees and student groups must use the EMS system to reserve campus facilities for meetings, programs, and activities, as well as reserve audio/visual/technical equipment and/or food service. Many events are also cross-listed on the University public events calendar, found on the BCU homepage.

CAMPUS MINISTRY/BCCares
Heelan Hall, 040, 712-279-5227
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 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**

*Student Development Office, Stark Student Center, 712-279-5221*

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 great 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 participate, or stay updated by checking out the Intramurals web page on the Briar Cliff website.

**CAMPUS SECURITY**

*Heelan Hall, 712-279-5430 (office) and 898-1888 (cell)*

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.

**CAREER EDUCATION**

*Stark Student Center, Student Development Suite, 712-279-5455*

Career Education 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. Career Education offers job and internship opportunities, résumé uploads and electronic portfolios via College Central Network available to students and alumni. The office of Career Education oversees both on-campus and off-campus work-study.

**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.

CONTINUING EDUCATION ENROLLMENT

*Noonan Hall, First Floor, 712-279-5200*

Students who are 23 years of age and older and those interested in the online program are served through the Office of Continuing Education from their early interest through the completion of the enrollment process, including financial aid. Undergraduate and Graduate programs are available for adult learners.

DISABILITY SERVICE

*Heelan Hall, 057, 712-279-5232*

Students with disabilities who need accommodations under the Americans with Disabilities Act should request services in the Disabilities Office in Heelan Hall, 057. Documentation of the disability will be needed at the time accommodations are requested.

EDUCATION TECHNOLOGY SERVICES

*Heelan Hall 140, 712-279-5403*

The mission for the Education Technology department is to help improve the learning experience at Briar Cliff University. The department assists 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 assists faculty and students gain the knowledge and skills of learning technologies through training sessions (both virtual and classroom), labs, and office hours.

FACILITY SERVICES

*Maintenance Building, 712-279-5435*

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 of plumbing, electrical, and grounds areas as well as keeping the heating and air conditioning equipment operating properly.
The Facility Department is located behind the Theatre and directly across from the 2nd floor entry to Baxter Hall. For maintenance or custodial questions contact the Director of Facilities at 712-279-5435 or email a work order request to: National@briarcliff.edu

**HEALTH AND COUNSELING CENTER**  
*Alverno Hall, G4, 712-279-5436*  
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 maybe incurred for diagnostic testing, immunizations, and TB screenings. Students will be encouraged to become proactive and responsible for their health management. The center will assist them in developing a healthy lifestyle which will ultimately contribute to their personal 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**  
*Heelan Hall, 328, 712-279-1774*  
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 in order to assure 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**  
*Heelan Hall, 140, 712-279-5401*  
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 call or email any issues directly to: ithelpdesk@briarcliff.edu.

**LIBRARY**  
*Bishop Mueller Library, 712-279-5449*  
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 a 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 http://library.briarcliff.edu.

MARKETING AND COMMUNICATIONS OFFICE
Noonan Hall, First Floor, University Relations 712-279-5405
The Marketing and Communications Office coordinates media and community relations; issues press releases; assists with BCU marketing; oversees social media; provides web development, content management and design support; offers graphic design and print shop services. The Marketing and Communications Office also serves as a liaison between the University and the media. Please refer all media inquiries to mandie.mayo@briarcliff.edu.

MCCOY ARNOLD CENTER
The McCoy Arnold Center offers an indoor facility for 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
Stark Student Center, Student Development Suite, 279-5512
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 for 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

Noonan Hall, G2, 712-279-5447
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. Transcript fee is $10.

OFFICE OF STUDENT ACHIEVEMENT

Library, 2nd Floor, 712-279-1770
Office of Student Achievement: Though academic advisors are the initial contact for students, the Director of Student Achievement 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 holistic 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. The Director also manages and is the contact for MAP-Works, a technological tool for faculty, staff and students to be able to gather and share information necessary to best support our students. Though all students are welcome (and encouraged) to meet with the Director for Student Achievement, any student placed on academic probation are required to meet with the Director.

STUDENT ACTIVITIES

Stark Student Center, Student Development Suite, 712-279-5221
Student Activities coordinates 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 in conjunction 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
Heelan Hall 057, 712-279-5230
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 freshmen and sophomores. SSS also serves students with disabilities.

University Relations
Noonan Hall, 1st Floor, 712-279-5408
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
Bishop Mueller Library, 712-279-5449
The Briar Cliff University Writing Center, located in the Bishop Mueller Library, 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 a 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/.

YMCA (BCU Health and Wellness Center)
601 Riverview Drive, South Sioux City, NE 68776, 402-404-8439
Briar Cliff University has an agreement with the Norm Waitt YMCA, making the Y Briar Cliff’s Health and Wellness Center, approximately 10 minutes from campus. A multi-million dollar complex, the YMCA offers BCU students opportunities for swimming, weight lifting, a wide variety of exercise equipment, fitness classes, a gymnasium, among many others. For more information, call 712-279-1707.

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 of potential emergencies.

**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 be 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 type and location of the emergency.

**Tornado Warning Procedure**

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

- Review maps for your area to have 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.
- The ground floor of Alverno and Toller Halls away from windows.
- The art gallery in the Stark Student Center.
- 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 reentrance. Any tampering with fire alarms or other safety equipment is considered a felony offense and violators will be prosecuted and/or be subject to disciplinary action.

**Crime Statistics**

The safety and well-being of students, staff and faculty are primary considerations at Briar Cliff University. Information regarding campus safety and security is provided in compliance with the Student Right-To-Know and Campus Security Act of 1991. Briar Cliff Security reports all on-
campus crimes as defined by Uniform Crime Reporting System. Statistics are maintained and reported on crimes. On-campus crimes were also reported to the Security Office, the Student Development Office or the Sioux City police.

The annual Campus Security and Fire Safety Report provides information on institutional policies concerning security, alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, emergency response, fire safety and other matters. We also must ensure all applicants have access to this information. Briar Cliff University’s Campus Safety Report is available at: http://www.briarcliff.edu/student-life/campus-services/security/.

FINANCIAL AID

Briar Cliff provides financial assistance to students based on available resources and ensures equal access to all students. Aid is provided in the form of scholarships, grants, work, and loans. Students seeking financial assistance must file the Free Application for Federal Student Aid (FAFSA). Briar Cliff’s Title IV Code (001846) must be listed in the appropriate section. Once the FAFSA is completed and a Student Aid Report is received, other documentation may be required before an official Award Letter is processed. The Award Letter outlines the specific financial aid that is offered to the student. Refer to the Financial Aid Guide online for more information on the various aid programs. Financial Aid is packaged in the following order:

• Federal grants, state and private grants
• Institutional scholarships and grants
• Federal work study
• Federal student loans
• Other resources

TYPES OF FINANCIAL AID

Scholarships and grants: Federal, state and institutional grants are awarded based on the qualifications defined in each grant program. Federal grants based on financial need include the Pell Grant and the Supplemental Education Opportunity Grant. State grants based on financial need include the Iowa Tuition Grant and the Iowa Grant. Briar Cliff awards institutional scholarships based on academic achievement, talent, merit, and financial need. Academic scholarships are reduced and grants could be reduced or eliminated if a student moves out of the campus residence halls.
Graduate students must be enrolled in at least 5 credit hours per semester in order to be eligible for financial aid.

Federal student loans include the Federal Direct and the Federal Perkins Loans. For a Federal Direct Loan, a Master Promissory Note and an Entrance Interview must be completed online for first-time borrowers. Perkins Loans require additional paperwork and instructions will be made available to the student. Federal Loan proceeds are credited directly to the student’s account.

**FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS**

The Higher Education Act of 1965, as amended, requires that each student maintains satisfactory progress in the course of study the student is pursuing in order to receive Title IV Federal Financial Aid. At Briar Cliff, these standards are also applied to state and institutional programs. Students attending full-time have a maximum of five academic years to complete a program of study at Briar Cliff. Students will only receive state funding for four academic years. If the student’s major requires additional completion time, a fifth year of institutional funding may be allowed by appealing to the Financial Aid Office.

Academic progress will be measured both qualitatively and quantitatively. A minimum grade point average and a minimum number of credit hours completed in the academic year are requirements.

If a student does not meet the grade point average requirement for satisfactory academic progress, they will receive a Warning notification for one semester. Students unable to achieve the required grade point average after a second consecutive semester will be placed on Financial Aid Suspension. Students can also be placed on Financial Aid Suspension after two semesters for not completing 70% of hours attempted.

Students placed on Financial Aid Suspension have the right to appeal the suspension. The suspension form is mailed to the student to complete. The appeal will require the reasons for the suspension and the Academic Plan which must be signed by the student’s Academic Advisor. The student will have a time frame to have the document completed and submitted to the Financial Aid Office so a decision can be made. Students who are granted approval will be placed on Financial Aid Probation. After the probationary semester the student will either be in good standing or will not be able to receive any federal, state or institutional funds until they are in good standing again.

Eligibility can also be terminated when the credit hours required for a specific degree/program are earned or the student has attempted greater than 150% of the credit hours required for a specific degree program.
For students who fail to make satisfactory academic progress, refer to the Financial Aid Guide online for more information regarding the warning, suspension and termination levels of financial aid.

**Transfer Students**
The assumption is made that transfer students have maintained satisfactory academic progress at the time of admission. Transfer credits and GPA that are accepted at Briar Cliff are counted toward the total attempted credits/cumulative GPA in determining satisfactory academic progress compliance.

**Repealed Coursework**
When students repeat a course, the most recent grade received is used in the calculation of the cumulative grade point average unless the student performs worse. In that case, the better of the two grades is counted toward cumulative grade point average.

**Non-Credit Coursework**
Non-credit coursework is not counted in the minimum credit requirement. In the event that a student fails to successfully complete courses at the minimum level, the student will be placed on Financial Aid Probation. A student in this category may receive financial aid for one additional semester. If the student does not meet the minimum levels by the end of the probationary semester, the student is considered to be making unsatisfactory progress and is placed on Financial Aid Suspension. Financial Aid Suspension means the termination of all financial aid except some private loans. The Financial Aid Office evaluates the progress of each student according to these standards on an annual basis. If a student is placed on Financial Aid Suspension, the student will have the opportunity to appeal the suspension. A student will receive notification of suspension and an Appeals Document. The appeals committee will review the student’s request and notify the student of its decision in writing.

**Changes in Academic Load**
During the first week of each semester, called “Validation Week,” students will have an opportunity to change their registration or room/board plan with no financial penalty. After Validation Week, there will be no adjustment to tuition or financial aid if the student drops a class or changes to a different room/board plan.

Students who completely withdraw from the University may be allowed a refund on tuition, fees, room/board (if applicable). Federal and state regulations require that all or a portion of
the refund be returned to the appropriate government aid programs. Refunds on behalf of the federal aid recipients must be returned in the following order: Federal Direct Unsubsidized Loans, Federal Direct Subsidized Loans, Federal Perkins Loan, Federal Grad PLUS, Federal Direct PLUS, Federal Pell Grant, Federal SEOG, TEACH Grant, other Title IV aid.

**FINANCIAL AID POLICY REGARDING WITHDRAWAL**

*Return of Title IV (Federal) Aid*

If a student withdraws from Briar Cliff University during a semester or summer session, a calculation of “earned” vs. “unearned” federal aid must be determined. This federal policy assumes students earn their aid based on how much time has elapsed in the semester. If students receive federal financial aid, that aid may be reduced as a result of withdrawal. There are three steps that Briar Cliff must complete to comply with federal policy: determine the withdraw date, determine the amount of earned federal aid, and return unearned federal funds to the appropriate program(s). However, in order to ensure that the student is eligible to receive financial aid, Briar Cliff must first verify with instructor(s) that the student has attended or participated in academic activities related to his/her class(es) for the semester.

Students must officially withdraw by visiting the Registrar’s Office. A Withdraw Form will need to be completed by key areas on campus and then returned to the Registrar’s Office. The withdraw date is the date the student begins the withdraw process. If students fail to withdraw officially, the withdraw date will become the midpoint of the semester, unless the University can document a later date. In certain circumstances if an earlier date of last academic activity is determined, this date may be used in the calculation of “earned” federal aid.

If students withdraw before completing 60% of the semester, their “earned” federal funds are in direct proportion to the length of time they were enrolled. The percentage of “earned” aid is determined by dividing the total number of calendar days enrolled by the total number of calendar days in the semester. If the student completes 60% of the term, he/she earns all federal financial aid for the semester.

The responsibility to repay unearned aid is shared by BCU and the student. The University’s share is the lesser of unearned aid or unearned institutional charges. The University’s share must be repaid to the federal aid programs before the student’s share is considered. The order of the Return of Title IV funds is Federal Direct Unsubsidized Loan, Federal Direct Subsidized Loan, Federal Perkins Loan, Federal GRAD PLUS, Federal Direct Parent PLUS Loan, Federal Pell Grant, Federal Supplemental Education Opportunity Grant, Teacher Education
Assistance for College and Higher Education Grant (TEACH), other Title IV programs. Institutional aid is adjusted based on the percentage of refund applicable at the time of withdrawal. State aid is adjusted based on the percentage of refund applicable at the time of withdrawal.

If a student is required to repay a portion of his/her loan through the student’s share calculation, he/she will not be expected to return those funds immediately, but rather when repayment begins according to the terms and conditions of the promissory note. If the student share includes grant funds, federal rules allow the grant portion be reduced by 50%. A satisfactory payment arrangement can be made with Briar Cliff University.

If a student stops attending classes in any given semester without official notification, he/she will be considered “unofficially” withdrawn. An example would be a student who receives only failing grades for a semester. The withdrawal date for a student who unofficially withdraws will be the midpoint of the period of enrollment or the last documented day of academically related activity, whichever is later. No refund will be granted for withdrawals that occur after 60% of the enrollment period has passed. If students without government aid unofficially withdraw, no adjustments will be made.

**Institutional & State Aid Refund Policy**

The Return of Title IV aid calculation, as cited above, only considers federal funds. If a student officially withdraws prior to completing 60% of the semester, institutional and State Aid will be refunded based on the percentage of the semester that has not been completed. After the 60% point of the semester, no refund will be granted nor will financial aid be reduced. The portion of the semester completed is based on calendar days from the first day of the semester through the last scheduled day of finals, including weekends and breaks of less than five days.

If a student withdraws during the first week of the semester and receives a 100% tuition refund on all courses, all funding must be returned to the appropriate aid programs. To officially withdraw, a student must complete a Withdrawal Form, which can be obtained in the Registrar’s Office.

**CAMPUS AND RESIDENTIAL LIFE**

**Mission Statement**

The mission of the Briar Cliff University Residence Life and Housing staff is to be a resource to meet the varying needs of resident students, to promote respect and encourage the
acceptance of others, and to foster a safe and healthy environment conducive to personal and academic growth. All members will strive to support each student in his or her pursuit of overall success and honest environment.

**Residence Life Staff**

The Residential Life staff consists of live-in professional and student staff members. The staff works cooperatively to help students capitalize on the academic, cultural, spiritual and social opportunities that are inherent to residential living. The staff, along with residential students, strives to maintain academically-centered, safe, and comfortable living conditions within the residence halls.

Area Coordinators or and Resident Assistants live in each building to serve residential students. Staff members’ major roles include facilitating the development of the residential community, serving as a resource to students, providing support to students who have personal concerns, planning and participating in social and educational events with students, managing administrative tasks, and supporting a safe and comfortable living environment through community adherence to University policy and procedures.

**Residency Policy**

Briar Cliff University believes that living on campus is a vital part of the college experience. The best college experience is one where the curriculum and the co-curriculum are seamlessly integrated. Given that the educational benefits of a residential education are many and well-documented, Briar Cliff University enforces the following residency policy. It is the policy of Briar Cliff University that all full-time undergraduate students live in campus housing and are enrolled in a meal plan until they have reached senior class standing (91 credit hours).

Exceptions to this housing policy will include students living with their parents or legal guardians within commuting distance (40 miles) of campus or individuals establishing independent status.

An independent student is one who: 1) is at least 23 years of age, 2) is married, 3) has children, 4) is a veteran, or 5) achieves independent status according to Federal financial aid guidelines.

**Housing Agreement**

Housing agreements are for the entire academic year and cannot be broken once initiated by University without the consent of the Assistant Dean of Students/Director of Campus Life.
Residential students are responsible for all of the terms of the housing agreement. The Assistant Dean of Students/Director of Campus Life reserves the right to grant individual exemptions to the residency policy.

**MAILROOM**

*Stark Student Center, 712-279-5276*

All students residing on campus will receive a mailbox number and combination at the time of check in. Packages that will not fit in a student’s mailbox are held in the mailroom. A notification will be e-mailed to the student to alert him/her of a package. Students residing off campus also may request a mailbox by coming to the mailroom during normal business hours. Faxes may be sent and received through the mailroom for a nominal fee. 712-279-1698.

Mailing address assigned to students:

Student’s First/Last Name  
Briar Cliff University  
3303 Rebecca Street  
Sioux City, IA 51104

**DINING SERVICES**

*Stark Student Center, 712-279-1727*

BC Dining Services offers breakfast, lunch, and dinner, Monday through Friday with brunch and dinner served on Saturday and Sunday. Meals are not served between semesters, over holiday periods, or during the summer. Hours of operation are posted at the beginning of each school year. Also available for your convenience are the Fire Pit Grill and Java City Coffee Shop where declining balance funds can be used. More information about dining services, meal plans, locations, hours of service, and nutritional information can be found online at bcufood.com.

*Residential Meal Plans*

All resident students living on campus are required to be on a meal plan. Meal plans may be changed only during the first ten days of each semester. Meal plan change forms are available online at BCYou. Students living on campus choose from one of five semester meal plans which include: 105 meals + $260 (for juniors and seniors only), 135 meals + $470, 180 meals + $360, 225 meals + $275, or the 300 meals + $240 per semester. The meals and declining balance dollars do not transfer from one semester to the next. Please consult the Director of Dining Services at 712-279-1727, with help or questions regarding choosing the right plan.

*Commuter Meal Plans*
Students who live off campus but want to enjoy the convenience of on-campus dining may purchase a Commuter Meal Plan. Three plans are available including 10, 25, and 50 meals/semester with declining balance dollars also available. These plans do transfer from one semester to the next. For more information on Commuter Meal Plans, please visit our BC Dining website at bcufood.com. To purchase a Commuter Meal Plan, contact the Director of Dining Services at 712-279-1727.

**Meal Plan Cancellations**
If a student cancels a meal plan before the end of a semester, meal charges will be assessed based on the total number of full and partial weeks completed through the sixth week of each semester. If a student cancels a meal plan after the sixth week, students will be assessed 100% of the meal plan charges for the semester.

**Contract Terms**
All students living in campus housing must purchase a meal plan. This policy is waived only for serious medical problems directly related to diet, providing that dining services cannot meet those dietary requirements. This condition must be verified by a physician. Contact the Director of Campus Life and Director of Food service at 712-279-1715.

For detailed information regarding residence hall policy and procedures, please refer to the housing contract, or contact the Campus Life office at 712-279-1715.

**STUDENT ORGANIZATIONS**

**Responsibility for Coordination**
The Director of Student Activities is responsible for the general coordination of all student organizations and groups. This includes the process of obtaining and maintaining official recognition by Briar Cliff University. It is the policy of the University that all organizations (social, academic, honorary, service, interest group, or other) obtain official recognition in order to be eligible for privileges at Briar Cliff University, renewable annually.

**Official Recognition**
To gain official recognition as an organization or to start a new organization a group needs to fill out a Student Organization Form, which is available from the Director of Student Activities. Once completed, this form needs to be returned to the Director of Student Activities. The application is then reviewed for completeness.
Once preliminary evaluation has taken place the Director of Student Activities will contact the Director of Campus Life and the Vice President for Student Development for final approval.

**Maintaining Official Recognition**
To maintain the status of an officially recognized organization, an organization must comply with the following regulations:
- By May 1, a roster of officers and advisor’s signature for the following year should be on file with the Director of Student Activities.
- A current constitution must be on file at all times.

**Loss of Recognition**
Loss of recognition due to the conduct of a recognized organization will be handled by Student Development and appropriate University officials.

**General Guidelines**
All organizations will comply with the Equal Opportunity Policy of Briar Cliff University. Additionally, organizations must be open to all BCU students.

**Advisors**
**Selection of Advisor**
Each student organization is required to have at least one advisor, who will be either appointed by Briar Cliff University or otherwise chosen by the members of the group itself. The appointment, usually for one year, and may be renewed and continued as long as it is the desire of the group and is acceptable to the advisor. The principal advisor must be a member of the faculty or administrative staff. Additional advisors may be faculty spouses, alumni or interested members of the Siouxland community.

**Role of Advisor**
An advisor should play major roles with the organization:
1. Leadership – participation without domination.
2. Counseling advice as a resource person.

Advisors should be thoroughly familiar with the University procedures and philosophy and with the formal structure of the organization. Advisors should encourage the group to develop purposes and activities that are feasible, worthwhile, and which contribute to the overall
educational experience of all persons involved. Where there is disagreement within a group or divergence from the group’s self-defined purpose(s), advisors should help officers and members to identify and resolve the conflict(s). Advisors should attend all regular meetings if possible.

**Advisors’ Responsibility Statement**

- Every organization must have an advisor who is on the BCU faculty or professional staff. The advisor serves as an ally, a resource, and liaison between the University and the organization.
- Organizations should give advisors copies of their charters and by-laws. Advisors should have a clear understanding of the organizations’ goals and objectives.
- Advisors must be informed of organizations’ meetings and attend as often as possible. Advisors should receive minutes of meetings.
- Advisors should attend the organization’s social functions on and off campus. Advisors are the official spokespersons for BCU at the function.

**CONSTITUTION**

**Minimal requirements for Constitutions**

- Name of the organization
- A statement of goals, purposes, and activities
- The organization and its activities, including membership eligibility, will be in line with BCU’s Equal Opportunity Policy
- All officers for the coming school year should be elected in the spring semester proceeding, as part of the election procedures
- Officer’s duties spelled out, including who may authorize expenditures, and that expenditures will not exceed available funds.
- Procedure for succession of officers
- A statement that no elected or appointed officer and member will be allowed to participate if they no longer are officially enrolled full time at Briar Cliff University or are on social probation or have below a minimum 2.00 cumulative grade point. Seniors in the final trimester are exempt from the full time requirement, if they need fewer hours to graduate.
- Impeachment proceedings given and explained
- An explanation of general membership requirements and qualifications for officers and members
- Provision for meetings, quorum, and governing rules, if any (i.e., Robert’s Rules of Order)
• Provision for an advisor, selection procedures, and specified duties.
• List of standing committees and committee procedure, if applicable
• Procedure for amending the constitution
• An adoption clause

SIGN POSTING POLICY
The following guidelines comply with the fire code, prevent damage to walls and surfaces, and ensure that signs respect Briar Cliff University community as a Catholic Franciscan institution. Student organizations are expected to adhere to this policy.

• The individual or organization sponsoring the advertised event must be identified on the signs
• Signs may not be hung in stairwells or on stairwell doors (fire doors)
• Signs may not be hung on wood or glass
• Masking tape should be used at all times to keep surfaces clean and undamaged
• Signs may not be derogatory to individuals or groups
• Promoting alcohol use is prohibited
• Signs should be carefully proofread for spelling and grammatical errors
• Posters should reflect good professionalism
• In Heelan Hall, signs may be hung on walls of the main corridors. Groups are limited to two signs per floor
• Signs in the residence halls (Alverno, Baxter, Noonan and Toller), Newman Flanagan Center, the Mueller Library, the Theatre, Chapel, North Hall, and the Stark Student Center must be authorized by the directors of those areas
• Signs posted in Heelan Hall advertising activities not sponsored by Briar Cliff must identify the sponsoring individual or organization. These signs must be approved by the Student Development Office.
• Sign hangers are responsible for maintaining their own signs and removing them after the event
• Signs falling down, outdated, or in poor condition will be removed
• Signs will be removed if they do not follow these guidelines
• Posters, pictures, and other signage on the outside of residence hall room doors or windows are subject to the sign policy guidelines
• Failure to adhere to these guidelines will result in judicial action towards student(s) or organization(s) responsible for, or sponsoring the signs
RESPONSIBILITY STATEMENT FOR STUDENTS SERVING ON CAMPUS COMMITTEES

Committee membership is a matter of trust and commitment, carrying fundamental responsibilities to:

- Attend all committee meetings
- Prepare for meetings by reviewing the agenda and discussing items with constituents to assure accurate representation of the prevailing student point of view
- Report to students, through BCSG, committee discussions affecting students
- Share the committee workload
  Work with the committee to make the best decisions for BCU
- Maintain appropriate confidentiality
MEMBERSHIP STATUS

The University holds memberships in:

- The Council for Higher Education Accreditation
- The Council of Independent Colleges
- The Council for Opportunity in Education
- The Higher Learning Commission
- The Iowa Association of Independent Colleges and Universities
- The Iowa Association of Colleges for Teacher Education
- The Iowa College Foundation
- The National Association of Independent Colleges and Universities
- The Association of Catholic Colleges and Universities

ACCREDITATION

Documents relating to accreditation and memberships can be reviewed by contacting the Office of the President.

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 2005. The next comprehensive review is scheduled for 2015. 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 2104, Briar Cliff filed a notification for new location through Higher Learning Commission’s Location Notification System in order 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**

Graduation from a physical therapist program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

Briar Cliff University is seeking accreditation of a new physical therapist education program from CAPTE. The program will submit an Application for Candidacy, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the professional phase of the program; therefore, no students may be enrolled in professional courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

**Contingency Plan if Accreditation by CAPTE is Denied or Withdrawn:**

The teach-out plan for students currently enrolled in the program if accreditation is denied or withdrawn is as follows:

1. Students who are enrolled in the program at the time that accreditation is denied or withdrawn will be immediately notified of this change in accreditation status and no new students will be enrolled into the program,

2. Students who are enrolled at the time that accreditation is denied or withdrawn will be offered the option of completing the current semester’s coursework or until the time in which the accreditation withdrawal goes into effect. Students will have the option of remaining in the Program until the adverse event identified by CAPTE has been addressed by the Program and the decision by CAPTE to deny or withdraw accreditation has been removed. Students will not be able to take courses within the Program until CAPTE has granted Briar Cliff University DPT accreditation. Assistance in the identification and transfer of the student to another accredited DPT program will be offered. The Program has initiated dialogue regarding the development a relationship with other accredited DPT Programs for the purpose of assisting students within the Program to complete their education. Details regarding the extent to which interested programs are able and willing to assist have not been delineated, since these
details are subject to change based on the circumstances. At the time of AFC submission, there are two Franciscan Universities with accredited DPT Programs who have offered assistance to Briar Cliff University’s DPT Program in the event that accreditation is not achieved or withdrawn – Saint Francis University and Neumann University, both in Pennsylvania.

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.
In the event that 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 chooses to offer an accreditation cycle that is shorter than the typical 5 or 10 year period, the Program Director, in consultation with the Program’s Core Faculty, will attempt to eliminate the conditions that warranted such a decision. In the event that CAPTE chooses to perform an off-cycle visit, the Program Director and the Program’s Core Faculty will collectively prepare and provide assistance 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:
When the program becomes accredited, the Program Director will provide notification of this status. A specific statement from CAPTE will be used on the institution/program Web site 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, but is not limited to, 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 be in contact with university administration to ensure that all fees are paid to CAPTE in the amount that has been prescribed and within the time frame that has been 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 is not able to 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 at the time 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 man-made disasters.
COMPLIANCE WITH ACCREDITATION POLICIES AND PROCEDURES
In order 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. Ultimately, 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 important 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 Sister 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 OF THE SCHOOL OF GRADUATE STUDIES**

In parallel to the mission and values of Briar Cliff University, the School of Graduate Studies is devoted to providing quality graduate education. The School challenges graduates to grow through self-reflection and awareness, as well as through their relationship with others and God. The School is dedicated to developing graduates who can work in interprofessional teams and provide ethical, legal, compassionate, evidence-based, and culturally competent client-centered services, while meeting the societal needs of the region.

**Purpose**
The global purpose of graduate programs at Briar Cliff University is to prepare students to be professional leaders competent in fulfilling roles as practitioners or educators, while working within complex systems, as well as a rapidly changing society. Opportunities to enhance ongoing personal and professional growth and development are guided by Christian principles within a Catholic Franciscan framework. Graduate level scholarly inquiry based on theoretically and clinically directed research provides the foundation for fulfillment of the core competencies of graduate programs and exists within an educational milieu that fosters innovation and experimentation. Interaction with faculty, student colleagues, mentors, preceptors, and other professionals empower the advanced of the graduate student as an adult learner to meet the expectations of this role. Graduate programs provide a solid foundation for continued learning through personal study and/or doctoral education. The programs purposes reflect the development/refinement of values and ethics, critical thinking, and competencies that are foundational attributes required to attain graduate program outcomes.

**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 for making significant contributions to the communities in which they live and serve.

GOALS AND DESIRED OUTCOMES OF THE DOCTOR OF PHYSICAL THERAPY PROGRAM

Goals
In order 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.

In order 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.

G-3. Be leaders within their communities and profession.

**Desired DPT Outcomes**

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Related Goal(s)</th>
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<tbody>
<tr>
<td>1. &gt;80% of graduates will pass the NPTE physical therapy board examination within the first take</td>
<td>P-1, G-1</td>
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<tr>
<td>2. &gt;95% of graduates will ultimately pass the NPTE physical therapy board examination</td>
<td>P-1, G-1</td>
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<td>3. Upon graduation, 100% of students will participate in at least 15 hours of integrated interprofessional learning experiences</td>
<td>P-1, G-3</td>
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<td>4. Prior to graduation, 100% of graduates 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 therapy services, the availability and accessibility to services, and/or wellness, health promotion, and disease prevention initiatives</td>
<td>P-1, G-3</td>
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<tr>
<td>5. Prior to graduation, 100% of graduates will have participated and adequately completed a scholarly project</td>
<td>P-1, P-2, G-3</td>
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<tr>
<td>6. Prior to graduation, 100% of students will develop and provide health and wellness education within community contexts</td>
<td>P-1, P-3, G-2, G-3</td>
</tr>
<tr>
<td>7. Upon graduation, 100% of all graduates will have provided a minimum of 160 hours of clinical services in underserved areas</td>
<td>P-1, P-3, G-2</td>
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<td>8. Prior to graduation, &gt;75% of students will voluntarily be student member of the APTA</td>
<td>P-1, G-3</td>
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<tr>
<td>9.</td>
<td>Prior to graduation, &gt;25% of students will voluntarily attend a state, regional, and/or national professional conference</td>
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<tr>
<td>10.</td>
<td>Within 1 year of graduation, &gt;90% of employers and patients surveyed 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</td>
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<tr>
<td>11.</td>
<td>Within 1 year of graduation, &gt;90% of employers and patients surveyed 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</td>
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<tr>
<td>12.</td>
<td>Within 2 years of graduation, &gt;10% of all graduates will have presented or published a scholarly project regionally, nationally, or internationally peer-reviewed outlet</td>
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<td>13.</td>
<td>Within 2 years of graduation, &gt;10% of graduates will have practiced physical therapy within an underserved areas</td>
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<tr>
<td>14.</td>
<td>Within 2 years of graduation, &gt;25% of all graduates will have provided pro-bono services</td>
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<td>15.</td>
<td>Within 2 years of graduation, &gt;25% of all graduates will be active members of the APTA</td>
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<tr>
<td>16.</td>
<td>Within 2 years of graduation, &gt;10% of all graduates will have attended a state, regional, and/or national professional conference</td>
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<tr>
<td>17.</td>
<td>Within 2 years of graduation, &gt;5% of all graduates will have held or currently hold a leadership position within a professional or service organization</td>
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<td>18.</td>
<td>Within 3 years of graduation, 100% of all graduates will have participated in a minimum of 40 hours of continuing education</td>
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<td>19.</td>
<td>Within 5 years of graduation, &gt;5% of all graduates will have successfully completed a residency and/or fellowship, started an advanced degree, and/or obtained a specialty certification</td>
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<tr>
<td>20.</td>
<td>50% of core and associated faculty members who are licensed physical therapists will have completed a fellowship and/or residency, achieved and/or maintained specialty certification, and/or a obtained a terminal educational degree</td>
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<td>21.</td>
<td>100% of core faculty members who are physical therapists will be</td>
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<td>members of the American Physical Therapy Association (APTA)</td>
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<tr>
<td>22.</td>
<td>25% of core faculty members will hold a leadership position within a district, state, or national professional organization</td>
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<td>23.</td>
<td>100% of core faculty members will participate in community-based service initiatives at least annually</td>
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<tr>
<td>24.</td>
<td>100% of core faculty members who are licensed physical therapists will mentor students in a clinical or community-based physical therapy setting at least annually</td>
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<tr>
<td>25.</td>
<td>100% of core faculty will participate in continuing education relevant to job duties at least annually</td>
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<tr>
<td>26.</td>
<td>100% of core faculty members will participate in community-based service initiatives at least annually</td>
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<tr>
<td>27.</td>
<td>100% of core faculty members will obtain a grant and/or publish or present at least one scholarly work within a peer-reviewed professional outlet every 2 years</td>
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SECTION IV:

PROGRAM PERSONNEL
ORGANIZATIONAL STRUCTURE

ORGANIZATIONAL CHART FOR THE PHYSICAL THERAPY DEPARTMENT

FACULTY AND STAFF

CORE FACULTY:
**CVs and biosketches available online at [http://www.briarcliff.edu/doctor-of-physical-therapy/faculty/](http://www.briarcliff.edu/doctor-of-physical-therapy/faculty/)

Administrators:
Program Director:
Patrick Cross, PT, DPT, RHF  
Professor of Physical Therapy  
Patrick.cross@briarcliff.edu  
712-279-1708 (o)  
605-202-0997 (c)  

Director of Clinical Education:  
Heidi Nelson, PT, DPT  
Instructor of Physical Therapy  
Heidi.Nelson@briarcliff.edu  
712-279-5478 (o)  
608-293-0000 (c)  

Assistant Director of Clinical Education:  
TBD  

Director of Scholarly Activity:  
Amy Brower, PhD *(starting June 1, 2015)*  
Assistant Professor of Physical Therapy  
amybrowerphd@gmail.com  
712-577-0666 (c)  

**Core Faculty:**  
Jason Adams, PhD, DC, MS *(starting June 1, 2015)*  
Assistant Professor of Physical Therapy  
Jason.Adams@briarcliff.edu  
712-279-1650 (o)  

Patrick Hauer, PT, EdD, MHS *(starting June 1, 2015)*  
Associate Professor of Physical Therapy  
Patrick.hauer@usd.edu  
605-661-3740 (c)  

Eric Strong, PT, PhD, MS *(starting January 2, 2015)*  
Associate Professor of Physical Therapy  
wellnessforme00@gmail.com
ASSOCIATED FACULTY:

First Year Associated Faculty:
Brett Bieber, PharmD (pharmacology)
Roy Osborn, PT, DPT, MS, OCS (orthopedic physical therapy, diagnostic imaging)
Danna Smith, PT, DPT, COMT, CSCS (orthopedic physical therapy, manual therapy, dry needling, strength and conditioning)

Other Associated Faculty Who Have Agreed to Assist the Program, As Needed:
Amanda Adamson, PT, DPT, OCS (orthopedic physical therapy, management, general)
Sandra Burns, PT, DPT, c/NDT (pediatric physical therapy, neurological physical therapy, physiology, general)
Erica Garvey, PT, DPT (orthopedic physical therapy, sports physical therapy, general)
Traci Holmquist, EdD, MSN, RN (nursing, simulation, Center for Health Care Initiatives Director)
Amber Jansen, PT, DPT (women’s health physical therapy)
Jeff Nolder, PT, MSPT, MHA (management)
Mitch Salsbery, PT, DPT, SCS, CSCS (sports physical therapy, residencies and fellowships, strength and conditioning)
Nicolle Samuels, MSPT, CLT-LANA, CWS, CKTP ( integumentary physical therapy)
Andrew Shim, EdD, MS, CSCS,*D (kinesiology, strength and conditioning, scholarly activities)
Wilfrido Suarez-Meza, PhD (Spanish)
Jason Tjeerdsma, PT, DPT, PES (manual therapy, performance enhancement, dry needling, residencies and fellowships)
Elizabeth Woodruff, PT, DPT, NCS (neurological physical therapy, residencies and fellowships)

PROGRAM ASSISTANT
Meggen Lloyd
Meggen.Lloyd@briarcliff.edu
712-279-5280 (o)

DPT COMMITTEES

STANDING PROGRAM COMMITTEES
For all standing committees, membership, selection of chair, functions, and required meetings are listed below. For selection of membership, when appropriate, voting will take place via
nominations and the selection will be based on a simple majority vote. If in the case that a faculty member must be replaced during the term, then the Program Director will appoint an interim person. 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 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 notifying membership of meetings at least 24 hours in advance, if possible. In order to conduct business, the Committee must have quorum of at least 50% of its members. For quorum purposes, this may include those attending via telecommunications. Time will be allotted in the curriculum for committees to meet on Friday mornings.

**Committee of the Whole**
Membership: All core faculty and the Program Assistant; associated faculty may participate, but as non-voting members
Chair: DPT Program Director, appointed by the Vice President of Academic Affairs
Function: Carry out 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 2 times per month
Current Membership: Patrick Cross (Committee Chair and Program Director), Heidi Nelson (Director of Clinical Education), Eric Strong (Core Faculty as of January 2, 2015), Amy Brower (Core Faculty as of June 1, 2015), Jason Adams (Core Faculty as of January 2, 2015), Amy Brower (Core Faculty as of June 1, 2015), Patrick Hauer (Core Faculty as of June 1, 2015), Meggen Lloyd (Program Assistant)

**Admissions**
Membership: A minimum of 5 individuals, including a minimum of 2 Core DPT Faculty Members appointed by the DPT Program Director; the DPT Program Assistant; at least 2 Program Advisory Board Members (who may also be Associated Faculty Members), appointed by the DPT Program Director in June with input from the Admissions Chair; and 1 student from each cohort, elected annually in July
Chair: Core faculty member appointed by the Program DPT Program Director in June
Function: Carry out all activities related to the admissions process, including, but not limited to, reviewing application, conducting interviews, selecting candidates for admissions, notifying applicants of their status, and recommending policy changes to the Policy Committee
Meetings: At least 1 time per month
Current Membership: Heidi Nelson (Committee Chair and Director of Clinical Education (will be Co-Committee Chair as of January 2, 2015), Eric Strong (Co-Committee Chair and Core Faculty as of January 2, 2015), Meggen Lloyd (Program Assistant), Sandra Burns (Program Advisory Board Member), Audrey Cross (Program Advisory Board Member), Jeff Nolder (Program Advisory Board Member), Brianna Parkhill (Program Advisory Board Member), Brent Todd (Program Advisory Board Member), Nicky Gilbertson (Program Advisory Board Member), Erica Garvey (Program Advisory Board Member), Marty Walsh (Program Advisory Board Member), Jason Adams (Core Faculty as of June 1, 2015), Amy Brower (Core Faculty as of June 1, 2015)

Assessment
Membership: Program Director, Director of Clinical Education, Director of Scholarly Activity, Director of Admissions, Program Assistant, and 1 Core DPT Faculty Member appointed by the Program Director in June
Chair: Core faculty member appointed by the Program Director in June
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 1 time after the conclusion of each semester
Current Membership: Patrick Hauer (Interim Committee Chair and Core Faculty as of June 1, 2015), Patrick Cross (Program Director), Heidi Nelson (Director of Clinical Education), Amy Brower (Director of Scholarly Activity and Core Faculty as of June 1, 2015), Eric Strong (Co-Admissions Committee Chair and Core Faculty as of January 2, 2015), Meggen Lloyd (Program Assistant)

Awards and Leadership
Membership: Program Assistant; Director of Clinical Education; 1 Core DPT Faculty Member, appointed by the Program Director annually in June; and 1 student from each cohort, elected annually in July
Chair: Core DPT Faculty Member appointed by the Program Director in June
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 1 time per semester
Current Membership: Patrick Hauer (Interim Committee Chair and Core Faculty as of June 1, 2015), Heidi Nelson (Director of Clinical Education), Meggen Lloyd (Program Assistant)

Curriculum
Membership: All core faculty and 1 student from each cohort, elected annually in July; associated faculty are encouraged to participate may participate, prior to and after a semester in which they teach
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
Meetings: At least 1 time prior to each semester to review syllabi for upcoming semester (without students) and review curriculum from previous semester (with students)
Current Membership: Patrick Cross (Committee Chair and Program Director), Heidi Nelson (Director of Clinical Education), Eric Strong (Core Faculty and Co-Admissions Chair of January 2, 2015), Amy Brower (Core Faculty and Director of Scholarly Activity as of June 1, 2015), Jason Adams (Core Faculty as of January 2, 2015), Patrick Hauer (Core Faculty and Assessment Committee Chair as of June 1, 2015)

Faculty Search
Membership: a minimum of 2 Core DPT Faculty Members, appointed as needed by the Program Chair; the DPT Program Assistant; at least 2 non-DPT full-time Briar Cliff Faculty Members from relevant disciplines appointed by the DPT Program Director, with input from the Faculty Search Chair; and 1 student from each cohort, elected annually in July
Chair: The Program Chair will appoint one of the core DPT Faculty Members
Function: Oversee various stages of the hiring process for Core DPT Faculty Members, 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 number of DPT faculty openings

Current Membership: Heidi Nelson (Committee Chair and Director of Clinical Education), Eric Strong (Interim Core Faculty member as of January 2, 2015), Meggen Lloyd (Program Assistant), Traci Holmquist (Nursing Department Faculty and Director of the Center for Health Care Initiatives), Rick Petersen (Nursing Department Chair), Candice Coffman (Biology), Marian Pesky (HPER Department Chair), Reggie Miller (Athletics)

**Policy**

Membership: Program Director; Director of Clinical Education; Director of Scholarly Activity; Assessment Committee Chair; Admissions Chair; Curriculum Committee Chair; Program Assistant; and 1 student from each cohort, elected annually in July

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, etc.

Meetings: At least biannually

Current Membership: Patrick Cross (Committee Chair and Program Director), Heidi Nelson (Director of Clinical Education), Amy Brower (Director of Scholarly Activity as of June 1, 2015), Patrick Hauer (Appointed Assessment Committee Chair as of June 1, 2015); Meggen Lloyd (Program Assistant), Eric Strong (Core Faculty and Co-Admissions Chair as of January 2, 2015)

**Progress and Conduct**

Membership: All core faculty

Chair: Program Director

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

Meetings: As needed, but at least 1 time during each semester and after each semester

Current Membership: Patrick Cross (Committee Chair and Program Director), Heidi Nelson (Director of Clinical Education), Eric Strong (Core Faculty as of January 2, 2015), Amy Brower (Core Faculty as of June 1, 2015), Jason Adams (Core Faculty as of June 1, 2015), Amy Brower (Core Faculty as of June 1, 2015), Patrick Hauer (Core Faculty as of June 1, 2015)
Special Events
Membership: Program Assistant; Program Chair; Admissions Chair; Director of Scholarly Activity; Anatomy lab coordinator; 1 student from each cohort, elected annually in July; at least 1 Program Advisory Board Member (may be Associated Faculty Member), appointed by the Program Director, with the input of the Chair of Special Events; and at least 1 alumnus, appointed by the Program Director, with the input of the Chair of Special Events
Chair: Program Assistant
Function: Oversee special events, including, but not limited to, Admissions Day, White Coat Ceremony, Hooding Ceremony, cadaver donor memorial, open houses, alumni events, Research Day, and continuing education courses.
Meetings: At least 1 time per semester
Current Membership: Meggen Lloyd (Committee Chair and Program Assistant), Patrick Cross (Program Director), Eric Strong (appointed Co-Admissions Chair as of January 2, 2015), Amy Brower (Director of Scholarly Activity as of June 1, 2015), Jason Adams (anatomy lab coordinator), TBD

STANDING PROGRAM ADVISORY COMMITTEE
The Briar Cliff University Doctor of Physical Therapy Program Advisory Committee has been developed in order to ensure that the Program's mission and goals accurately reflect contemporary best practice standards of the profession and that the Program meets the needs of the community. The Committee will meet on a biannual basis during start-up or on an annual basis after start-up, and make recommendations to the Program Director. These recommendations will provide important outcome data related to the Program.

The Advisory Committee will be appointed by the Program Director, with the input of faculty, on an annual basis. Appointments will be made in July. The Committee will 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 Committee should contain at least 1 Briar Cliff alumnus. In addition to internal Program review, the Program Advisory Board will deliberate over the current and future direction of the Program as it relates to the stated mission and goals, proposed CAPTE changes, and the future of the profession during Board meetings. Subcommittees, composed of experts in various areas, may be asked to review planning documents and 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 Committees
Minutes from these advisory meetings will reflect deliberation regarding these topics. Recommendations from the Committee will be brought forth to Core DPT Faculty during Committee of the Whole Meetings.

2014-2015 Current Program Advisory Committee Members:

- Bill Anderson, PhD
- Jane Arnold, MA, OTR/L, MSA
- Justin A. Beebe, PT, PhD
- Dennis Bickett, PT, MSPT
- Kayla Brandt, MBA, RAC-CT
- Sandi Burns, PT, DPT, c/NDT
- Gloria Frolek Clark, PhD, OTR/L, BCP, FAOTA
- Sophia Chao, PT, DPT, OCS
- Josh Cobbs
- Audrey Cross, OTD, OTR/L
- Nicky Gilbertson, MSPT
- Kayla Grutz, OTR/L
- Traci Holmquist, EdD, MSN, RN
- Barbara Anne Huculak, BSc, MA, EdD, CPT
- Sonya Irons, PT, DPT, CCS
- Amber Jansen, PT, DPT
- Chad Jackson, PT, DPT, OCS
- Brandee Koedam, PT, DPT
- Cortni Krusemark, OTD, OTR/L
- Jessica McHugh, OTR/L
- Mike Mefferd, PT, DPT (alumnus)
- Meghan Nelson, PT, DPT, CLT
- Jeff Nolder, PT, MSPT, MHA
- Roy Osborn, PT, MS, DPT, OCS
- Brianna Parkhill, OTS
- Celia Pechak, PT, PhD, MPH
- Rick Petersen, EdD, MSN, RN
- Kevin Poss, PT, DPT (alumnus)
- David Potach, PT, MS, SCS, CSCS
- Sam Sachau, PT, DPT (alumnus)
Mitch Salsbery, PT, DPT, SCS, CSCS
Nicolle Samuels, PT, MSPT, CLT-LANA, CWS, CKTP
Ruth Scott, PT
Erica J. Stanley, PT, DPT
Beth Tisher, OTR/L
Brent Todd, PT, DPT, ATC
Matt Topf, ATP
Marty Walsh, PT, DPT
Liz Woodruff, PT, DPT, NCS

Subcommittees of the Program Advisory Board:
Cardiovascular, Pulmonary, Vestibular, Lymphedema, Wound Care, Women’s Health:
   Sophia Chao
   Sonya Irons
   Amber Jensen
   Meghan Nelson
   Celia Pechak
   Rick Petersen
   Nicolle Samuels

Clinical Education:
   Sophia Chao
   Josh Cobbs
   Audrey Cross
   Erica Garvey
   Kayla Grutz
   Sonya Irons
   Chad Jackson
   Mike Mefferd
   Meghan Nelson
   Brianna Parkhill
   Sam Sachau
   Nicolle Samuels
   Ruth Scott
Clinical Residency:
   Mitch Salsbery
   Erica Stanley
   Liz Woodruff

Evidence-Based Practice/Scholarship:
   Bill Anderson
   Justin Beebe
   Traci Holmquist
   Sonya Irons
   Roy Osborn
   Rick Petersen

Geriatric Rehabilitation:
   Bill Anderson
   Jayne Arnold
   Dennis Bickett
   Kayla Brandt
   Nicky Gilbertson
   Matt Topf
   Marty Walsh

Interprofessional Education:
   Audrey Cross
   Traci Holmquist
   Barbara Anne Huculak
   Cortni Krusemark
   Brianna Parkhill
   Rick Peterson
   Matt Topf

Neurological Rehabilitation:
   Justin Beebe
   Dennis Bickett
   Sandi Burns
   Cortni Krusemark
Marty Walsh
Liz Woodruff

Occupational Therapy:
Jayne Arnold
Audrey Cross
Gloria Frolek
Kayla Grutz
Traci Holmquist
Cortni Krusemark
Jessica McHugh
Brianna Parkhill
Beth Tisher

Orthopedics and Sports:
Justin Beebe
Sophia Chao
Chad Jackson
Brandee Koedam
Mike Mefferd
Roy Osborn
David Potach
Mitch Salsbery
Ruth Scott
Erica Stanley
Brent Todd

Pediatrics:
Sandi Burns
Josh Cobbs
Gloria Frolek
Jessica McHugh
Beth Tisher

Practice Management:
Bill Anderson
Jayne Arnold
Kayla Brandt
Nicky Gilbertson
Kayla Grutz
Brandee Koedam
Jessica McHugh
Jeff Nolder
Kevin Poss
David Potach
Nicolle Samuels
Ruth Scott

Service-Learning:
Sandi Burns
Sophia Chao
Chad Jackson
Celia Pechak
Sam Sachau
Traci Holmquist
SECTION V:

PROFESSIONAL STANDARDS
APTA CODE OF ETHICS FOR THE PHYSICAL THERAPIST

CODE OF ETHICS HOD S06-09-07-12 [Amended HOD S06-00-12-23; HOD 06-91-05-05; HOD 06-87-11-17; HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27; Initial HOD 06-73-13-24]
EFFECTIVE JULY 1, 2010. For more information, go to www.apta.org/ethics.

Preamble
The Code of Ethics for the Physical Therapist (Code of Ethics) delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the American Physical Therapy Association (APTA). The purposes of this Code of Ethics are to:
1. Define the ethical principles that form the foundation of physical therapist practice in patient/client management, consultation, education, research, and administration.
2. Provide standards of behavior and performance that form the basis of professional accountability to the public.
3. Provide guidance for physical therapists facing ethical challenges, regardless of their professional roles and responsibilities.
4. Educate physical therapists, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the physical therapist.
5. Establish the standards by which the American Physical Therapy Association can determine if a physical therapist has engaged in unethical conduct.

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive. This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal). Physical therapist practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced
quality of life.

**Principles:**

**Principle #1:** Physical therapists shall respect the inherent dignity and rights of all individuals. *(Core Values: Compassion, Integrity)*

1A. Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

1B. Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

**Principle #2:** Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients. *(Core Values: Altruism, Compassion, Professional Duty)*

2A. Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients/clients over the interests of the physical therapist.

2B. Physical therapists shall provide physical therapy services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.

2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapy care or participation in clinical research.

2D. Physical therapists shall collaborate with patients/clients to empower them in decisions about their health care.

2E. Physical therapists shall protect confidential patient/client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

**Principle #3:** Physical therapists shall be accountable for making sound professional judgments. *(Core Values: Excellence, Integrity)*

3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient’s/client’s best interest in all practice settings.

3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient/client values.
3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.

3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.

3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

**Principle #4:** Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public. *(Core Value: Integrity)*

4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.

4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).

4C. Physical therapists shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.

4D. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

4E. Physical therapists shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.

4F. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

**Principle #5:** Physical therapists shall fulfill their legal and professional obligations.

*(Core Values: Professional Duty, Accountability)*

5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.

5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.

5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.
5D. Physical therapists shall encourage colleagues with physical, psychological, or substance related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient/client continues to need physical therapy services.

**Principle #6:** Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors. *(Core Value: Excellence)*

6A. Physical therapists shall achieve and maintain professional competence.

6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.

6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.

6D. Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

**Principle #7:** Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society. *(Core Values: Integrity, Accountability)*

7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.

7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.

7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.

7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.

7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapy services accurately reflect the nature and extent of the
services provided.

7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients/clients.

**Principle #8:** Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally. *(Core Values: Social Responsibility)*

8A. Physical therapists shall provide *pro bono* physical therapy services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.

8C. Physical therapists shall be responsible stewards of health care resources and shall avoid over-utilization or under-utilization of physical therapy services.

8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

**Proviso:** The *Code of Ethics* as substituted will take effect July 1, 2010, to allow for education of APTA members and non-members. (General Counsel, ext.3253)
APTA STANDARDS OF PRACTICE FOR PHYSICAL THERAPY

HOD S06-13-22-15 [Amended HOD S06-10-09-06; HOD S06-03-09-10; HOD 06-03-09-10; HOD 06-99-18-22; HOD 06-96-16-31; HOD 06-91-21-25; HOD 06-85-30-56; Initial HOD 06-80-04-04; HOD 06-80-03-03] [Standard]

Preamble:
The physical therapy profession’s commitment to society is to promote optimal health and functioning in individuals by pursuing excellence in practice. The American Physical Therapy Association attests to this commitment by adopting and promoting the following Standards of Practice for Physical Therapy. These standards are the profession’s statement of conditions and performances that are essential for provision of high-quality professional service to society, and they provide a foundation for assessment of physical therapist practice.

I. Ethical/Legal Considerations
A. Ethical Considerations
   The physical therapist practices according to the Code of Ethics of the American Physical Therapy Association. The physical therapist assistant complies with the Standards of Ethical Conduct for the Physical Therapist Assistant of the American Physical Therapy Association.
B. Legal Considerations
   The physical therapist complies with all the legal requirements of jurisdictions regulating the practice of physical therapy.
   The physical therapist assistant complies with all the legal requirements of jurisdictions regulating the work of the physical therapist assistant.

II. Administration of the Physical Therapy Service
A. Statement of Mission, Purposes, and Goals
   The physical therapy service has a statement of mission, purposes, and goals that reflects the needs and interests of the patients/clients served, the physical therapy personnel affiliated with the service, and the community.
B. Organizational Plan
   The physical therapy service has a written organizational plan.
C. Policies and Procedures
   The physical therapy service has written policies and procedures that reflect the operation, mission, purposes, and goals of the service, and are consistent with the association’s
standards, policies, positions, guidelines, and Code of Ethics.

D. Administration
   A physical therapist is responsible for the direction of the physical therapy service.

E. Fiscal Management
   The director of the physical therapy service, in consultation with physical therapy
   staff and appropriate administrative personnel, participates in the planning for and
   allocation of resources. Fiscal planning and management of the service is based on
   sound accounting principles.

F. Improvement of Quality of Care and Performance
   The physical therapy service has a written plan for continuous improvement of quality of
   care and performance of services.

G. Staffing
   The physical therapy personnel affiliated with the physical therapy service have
   demonstrated competence and are sufficient to achieve the mission, purposes, and goals of
   the service.

H. Staff Development
   The physical therapy service has a written plan that provides for appropriate and
   ongoing staff development.

I. Physical Setting
   The physical setting is designed to provide a safe and accessible environment that facilitates
   fulfillment of the mission, purposes, and goals of the physical therapy service. The
   equipment is safe and sufficient to achieve the purposes and goals of physical therapy.

J. Collaboration
   The physical therapy service collaborates with all disciplines as appropriate.

III. Patient/Client Management

A. Physical Therapist of Record
   The physical therapist of record is the therapist who assumes responsibility for
   patient/client management and is accountable for the coordination, continuation, and
   progression of the plan of care.

B. Patient/Client Collaboration
   Within the patient/client management process, the physical therapist and the
   patient/client establish and maintain an ongoing collaborative process of decision making
   that exists throughout the provision of services.

C. Initial Examination/Evaluation/Diagnosis/Prognosis
The physical therapist performs an initial examination and evaluation to establish a diagnosis and prognosis prior to intervention. Wellness and prevention visits/encounters may occur without the presence of disease, illness, impairments, activity limitations, or participation restrictions.

D. Plan of Care
The physical therapist establishes a plan of care and manages the needs of the patient/client based on the examination, evaluation, diagnosis, prognosis, goals, and outcomes of the planned interventions for identified impairments, activity limitations, and participation restrictions.

The physical therapist involves the patient/client and appropriate others in the planning, anticipated goals and expected outcomes, proposed frequency and duration, and implementation of the plan of care.

E. Intervention
The physical therapist provides or directs and supervises the physical therapy intervention consistent with the results of the examination, evaluation, diagnosis, prognosis, and plan of care. The physical therapy intervention may be provided in an episode of care, or in a single visit/encounter such as for a wellness and prevention visit/encounter or a specialty consultation or for a follow-up visit/encounter after episodes of care, or may be provided intermittently over longer periods of time in cases of managing chronic conditions.

An episode of care is the managed care provided for a specific problem or condition during a set time period and can be given either for a short period or on a continuous basis, or it may consist of a series of intervals marked by 1 or more brief separations from care.

F. Reexamination
The physical therapist reexamines the patient/client as necessary during an episode of care, during follow-up visits/encounters after an episode of care, or periodically in the case of chronic care management, to evaluate progress or change in patient/client status. The physical therapist modifies the plan of care accordingly or concludes the episode of care.

G. Conclusion of Episode of Care
The physical therapist concludes an episode of care when the anticipated goals or expected outcomes for the patient/client have been achieved, when the patient/client is unable to continue to progress toward goals, or when the physical therapist determines that the patient/client will no longer benefit from physical therapy.

H. Communication/Coordination/Documentation
The physical therapist communicates, coordinates, and documents all aspects of
patient/client management including the results of the initial examination and evaluation, diagnosis, prognosis, plan of care, intervention, responses to intervention, changes in patient/client status relative to the intervention, reexamination, and episode of care summary. The physical therapist of record is responsible for “hand off” communication.

IV. Education
The physical therapist is responsible for individual professional development. The physical therapist assistant is responsible for individual career development. The physical therapist and the physical therapist assistant, under the direction and supervision of the physical therapist, participate in the education of students. The physical therapist educates and provides consultation to consumers and the general public regarding the purposes and benefits of physical therapy. The physical therapist educates and provides consultation to consumers and the general public regarding the roles of the physical therapist and the physical therapist assistant.

V. Research
The physical therapist applies research findings to practice and encourages, participates in, and promotes activities that establish the outcomes of patient/client management provided by the physical therapist.

VI. Community Responsibility
The physical therapist demonstrates community responsibility by participating in community and community agency activities, educating the public, formulating public policy, or providing pro bono physical therapy services. (See also Board of Directors standard Criteria for Standards of Practice)
(Clinical Practice Department, ext. 3176)

Explanation of Reference Numbers: BOD P00-00-00-00 stands for Board of Directors/month/year/page/vote in the Board of Directors Minutes; the "P" indicates that it is a position (see below). For example, BOD P11-97-06-18 means that this position can be found in the November 1997 Board of Directors minutes on Page 6 and that it was Vote 18.
APTA VISION STATEMENT OF THE PHYSICAL THERAPY PROFESSION

Adopted by APTA’s House of Delegates (House) in 2013, APTA’s Vision Statement of the Physical Therapy Profession is supported by Guiding Principles to Achieve the Vision, which demonstrate how the profession and society will look when the vision is achieved. APTA’s strategic plan helps the association work toward this vision.

Vision Statement of the Physical Therapy Profession
Transforming society by optimizing movement to improve the human experience.

Guiding Principles to Achieve the Vision
Movement is a key to optimal living and quality of life for all people that extends beyond health to every person’s ability to participate in and contribute to society. The complex needs of society, such as those resulting from a sedentary lifestyle, beckon for the physical therapy profession to engage with consumers to reduce preventable health care costs and overcome barriers to participation in society to ensure the successful existence of society far into the future. While this is APTA’s vision for the physical therapy profession, it is meant also to inspire others throughout society to, together, create systems that optimize movement and function for all people. The following principles of Identity, Quality, Collaboration, Value, Innovation, Consumer-centricity, Access/Equity, and Advocacy demonstrate how the profession and society will look when this vision is achieved. The principles are described as follows:

Identity. The physical therapy profession will define and promote the movement system as the foundation for optimizing movement to improve the health of society. Recognition and validation of the movement system is essential to understand the structure, function, and potential of the human body. The physical therapist will be responsible for evaluating and managing an individual's movement system across the lifespan to promote optimal development; diagnose impairments, activity limitations, and participation restrictions; and provide interventions targeted at preventing or ameliorating activity limitations and participation restrictions. The movement system is the core of physical therapist practice, education, and research.

Quality. The physical therapy profession will commit to establishing and adopting best practice standards across the domains of practice, education, and research as the individuals in these domains strive to be flexible, prepared, and responsive in a dynamic and ever-changing world. As independent practitioners, doctors of physical therapy in clinical practice
will embrace best practice standards in examination, diagnosis/classification, intervention, and outcome measurement. These physical therapists will generate, validate, and disseminate evidence and quality indicators, espousing payment for outcomes and patient satisfaction, striving to prevent adverse events related to patient care, and demonstrating continuing competence. Educators will seek to propagate the highest standards of teaching and learning, supporting collaboration and innovation throughout academia. Researchers will collaborate with clinicians to expand available evidence and translate it into practice, conduct comparative effectiveness research, standardize outcome measurement, and participate in interprofessional research teams.

**Collaboration.** The physical therapy profession will demonstrate the value of collaboration with other health care providers, consumers, community organizations, and other disciplines to solve the health-related challenges that society faces. In clinical practice, doctors of physical therapy, who collaborate across the continuum of care, will ensure that services are coordinated, of value, and consumer-centered by referring, co-managing, engaging consultants, and directing and supervising care. Education models will value and foster interprofessional approaches to best meet consumer and population needs and instill team values in physical therapists and physical therapist assistants. Interprofessional research approaches will ensure that evidence translates to practice and is consumer-centered.

**Value.** Value has been defined as "the health outcomes achieved per dollar spent."\(^1\) To ensure the best value, services that the physical therapy profession will provide will be safe, effective, patient-centered, timely, efficient, and equitable.\(^2\) Outcomes will be both meaningful to patients and cost-effective. Value will be demonstrated and achieved in all settings in which physical therapist services are delivered. Accountability will be a core characteristic of the profession and will be essential to demonstrating value.

**Innovation.** The physical therapy profession will offer creative and proactive solutions to enhance health services delivery and to increase the value of physical therapy to society. Innovation will occur in many settings and dimensions, including health care delivery models, practice patterns, education, research, and the development of patient-centered procedures and devices and new technology applications. In clinical practice, collaboration with developers, engineers, and social entrepreneurs will capitalize on the technological savvy of the consumer and extend the reach of the physical therapist beyond traditional patient-therapist settings. Innovation in education will enhance interprofessional learning, address workforce needs, respond to declining higher education funding, and, anticipating the changing
way adults learn, foster new educational models and delivery methods. In research, innovation will advance knowledge about the profession, apply new knowledge in such areas as genetics and engineering, and lead to new possibilities related to movement and function. New models of research and enhanced approaches to the translation of evidence will more expediently put these discoveries and other new information into the hands and minds of clinicians and educators.

**Consumer-centricity.** Patient/client/consumer values and goals will be central to all efforts in which the physical therapy profession will engage. The physical therapy profession embraces cultural competence as a necessary skill to ensure best practice in providing physical therapist services by responding to individual and cultural considerations, needs, and values.

**Access/Equity.** The physical therapy profession will recognize health inequities and disparities and work to ameliorate them through innovative models of service delivery, advocacy, attention to the influence of the social determinants of health on the consumer, collaboration with community entities to expand the benefit provided by physical therapy, serving as a point of entry to the health care system, and direct outreach to consumers to educate and increase awareness.

**Advocacy.** The physical therapy profession will advocate for patients/clients/consumers both as individuals and as a population, in practice, education, and research settings to manage and promote change, adopt best practice standards and approaches, and ensure that systems are built to be consumer-centered.

**References**

**Background:** The current vision statement succeeds Vision 2020, which was adopted by the House in 2000 and was influential in guiding the profession over its 13 years. Although elements of Vision 2020 are not explicitly mentioned in the current vision or its guiding principles, the values of Vision 2020 remain significant to the successful fulfillment of the new vision.
LICENSURE LAWS

IOWA BOARD OF PHYSICAL AND OCCUPATIONAL THERAPY
See http://www.idph.state.ia.us/licensure/PhysicalandOccupationalTherapy.aspx?pg=Laws

NEBRASKA DEPARTMENT OF HEALTH AND HUMAN SERVICES
See http://dhhs.ne.gov/publichealth/Pages/crl_rcs_pt_pt.aspx

SOUTH DAKOTA BOARD OF MEDICAL AND OSTEOPATHIC EXAMINERS
See www.sdbmoe.gov/?q=content/south-dakota-codified-law-administrative-rules
SECTION VI:

CURRICULUM
The initial curriculum was designed in 2014 after months of studying the curriculums of various successful DPT Programs throughout the region and country, meeting with Program Directors and faculty members, as well as input from the Advisory Board and the Executive Council of the School of Graduate Studies. Some syllabi and course materials were developed by the founding Program Director and Director of Clinical Education, but a large portion of the syllabi and materials were created by consultants, most who were foundational Advisory Board Members and had a long-standing history of teaching the material in accredited DPT Programs and/or who were certified clinical experts in the area of study.

CURRICULAR PHILOSOPHY

Consistent with the missions of Briar Cliff University, the School of Graduate Studies, 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 will emanate 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 very similar to 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 of 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 only assigning grades to also including constructive feedback and assessments to assist with improvement.
Performance-Based Education

Above all, the 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 will focus on the specific development of the cognitive, affective, and psychomotor domains of learning. Integrated clinical experiences will help translate didactic work to the clinical setting, as well as help to 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 on the physical therapist professional is the ability to see beyond one’s self 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, as well serve others. A myriad of deliberate and sustained experiences, including through integrated clinical courses, provides opportunities for students to develop cultural competence and value serving the underserved.

Doctorally-Trained 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”³. As doctors 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 to provide expert care that is founded upon the current best 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 mankind in clinical practice, community service, academic endeavor, and scientific inquiry.
REFERENCES:

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 culminate 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 strong foundation in the basic sciences and behavioral sciences, which serve as the foundation upon which the 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 the semester prior to taking physiology, and then takes physiology in the same semester, but prior to 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 of the practice patterns. Following completion of all practice pattern courses,
students have the opportunity to choose to expand knowledge and take specialty elective courses. Regardless of whether it is traditional practice pattern course or specialty elective course, students are given additional authentic, contemporary learning experience through the integrated clinical experiences which connects the classroom to the clinic.

When the student is in their final semesters of didactic coursework, and have 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, 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, ultimately, autonomous practice.

**Curricular Tracks**

As noted above, the Program’s curriculum has foundational behavioral science and foundational science tracks that lead into evidence-based practice, practice management, and basic patient management tracks. These tracks serve as the foundation to practice pattern tracks. Following the completion of practice patterns, students enter capstone course and specialty elective tracks. Starting in semester 3, there is a clinical education track, including clinical correlation courses, which lead to long-term clinical experience, that synchronize with the various patient management, practice pattern, and capstone course tracks. 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. Furthermore, the threads of behavioral science, evidence-based practice, and practice management are integrated throughout the curriculum.
Behavioral and Foundational Science Tracks

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Approved: November 2014
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- **Behavioral Sciences**
- **EBP**
- **Practice Management**

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#### Foundational Sciences

- **Basic Patient/Client Management**
- **Clinical Correlations**
- **Long-term Clinical Experiences**

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#### Capstone Practice Courses

- DPT 601
- DPT 602
- DPT 603
- DPT 600
- DPT 620
- DPT 621
- DPT 622
- DPT 623

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#### Capstone Electives

- HSC 740
- HSC 741
- HSC 742
- DPT 740
- DPT 741
- DPT 742

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- **Foundational Sciences**
- **EBP**
- **Basic Patient/Client Management**
- **Practice Management**
- **Practice Patterns**
- **Clinical Correlations**
- **Capstone Courses**
- **Specialty Electives**

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- DPT 638
- DPT 720
- DPT 721
- DPT 722
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- DPT 724
- DPT 725

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## Clinical Education Track

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COURSE DESCRIPTIONS FOR PHYSICAL THERAPY CURRICULUM

DPT 500 – DPT Orientation: This introductory course is designed to orient the Doctor of Physical Therapy (DPT) student to Briar Cliff University and its DPT Program. Included in this course is an orientation related to Franciscan values and identity, the history of Briar Cliff University, core DPT documents and policies, Program expectations, AMA formatting, clinical education, and various student services.

HSC 520 – Behavioral Sciences: This course is required of all physical therapy students enrolled in year I of the professional course of study. Patient interaction skills, professional conduct, and ethical and moral conduct are essential in the practice of physical therapy. This course aids in the development of skills necessary to provide optimum patient care and promotes professional and ethical responsibilities. The study of the physical therapist’s role as a health care practitioner interacting within the context of the health care environment is emphasized. Relationships between physical therapists and patients, clients, families, caregivers, health care providers, and colleagues in the practice setting are discussed. The role of effective communication skills, interpersonal skills, professionalism, and ethical decision making in the patient care process is addressed. Patient advocacy is also discussed.

HSC 501 – Human Anatomy: This course includes lecture and laboratory sessions involving regional anatomy emphasizing gross anatomy of the musculoskeletal, neuromuscular, cardiopulmonary, and renal systems. Learning of anatomical structures includes the application of anatomical palpation, surface anatomy, joint function, and clinical scenarios. Laboratory sessions include the anatomical study of a cadaver and palpation on fellow students.

HSC 502 – Human Physiology: This course includes lecture sessions to introduce the fundamentals of human physiology, including homeostasis. Basic cellular and tissue functions will be presented and the functions of the neural, muscular, endocrine, cardiovascular, respiratory, urinary, and immune systems. Regulation of these systemic functions will be presented during lecture sessions. An introduction of exercise physiology will also be presented and discussed. Opportunities for learning physiological principles in a laboratory setting will be present during the course.

HSC 503 – Human Neuroscience: This course provides an overview of the development, structure, and function of the human nervous system. This course will assist the student in learning the major structural and functional features of the central nervous system. The emphasis of this course will be on human neuroscience as it relates to the profession of
physical therapy and rehabilitation; however the material covered is relevant to any healthcare profession. The format includes lectures, facilitated discussion and laboratory sessions.

HSC 504 – Human Embryology: This course includes lecture sessions focusing on the anatomical and the functional development of the human embryo. Genetic inheritance and congenital malformations will be presented and discussed. Cell signaling and signal transduction during embryogenesis will be included. Occasional lecture sessions will be held in a laboratory to allow for continued learning of developmental anatomy and function in a laboratory setting.

HSC 505 – Normal Lifespan Development: This course provides the physical therapy student with advanced knowledge of normal and abnormal development of the child from birth through adulthood, including geriatric development. The course covers a lifespan view of motor learning, motor control, and motor development. The development of each of the body systems (musculoskeletal, neurological, cardiopulmonary, integument) is related to function throughout the lifespan. The developmental sequence is covered. At the end of this course the students should be able to identify normal development through hands-on evaluation of developmental reflexes and major motor milestones as well as through written evaluation. Course also examines advanced topics in motor control and learning. Involves the study of mechanisms underlying the production, control, and rehabilitation of movement control and motor learning. This course will also include genetics and genomics as it relates to development.

HSC 506 – Human Pathophysiology: This course includes lecture sessions to introduce the fundamentals of human pathophysiology. General and systemic pathologies will be presented with an emphasis on the musculoskeletal, respiratory, cardiovascular, and nervous systems. Basic systemic functions will be discussed to supplement the understanding of the various disorders during lecture sessions. This is a required course for first-year students in the physical therapy doctorate program.

HSC 507 – Pharmacology: This course will teach physical therapists the basis of pharmacologic action. The course will explore how the actions of drugs influence the physiologic function of the body and also the body’s response to these drugs. Common adverse drug events, appropriate therapeutic use of drugs, and pertinent monitoring during physical therapy intervention will be discussed.
HSC 508 – Human Medical Imaging: The student will learn basic principles as they apply to plain radiography, magnetic resonance imaging, computerized tomography and diagnostic imaging. The student will also be introduced to the method plain radiographs are taken which will include the patient position, X-Ray beam direction, and bony anatomy involved. The student will view a labeled radiograph, MRI and CT scan in which bony and soft tissue structures have been identified. The student will also be introduced to a variety of pathologic conditions involving a variety of body areas and various imaging modalities. The course is focused primarily in the musculoskeletal area of clinical practice, but also contains information involving the nervous system. The student will learn to apply knowledge of pathologic findings on diagnostic imaging, and knowledge of patient pathology to develop or modify a plan of care for a patient. The student will also learn to apply knowledge of diagnostic imaging in the differential diagnosis process for patient examination as well as intervention.

HSC 509 – Human Kinesiology and Biomechanics: The purpose of HSC 509 is to introduce students to basic concepts associated with the study of human musculoskeletal function and dysfunction.

HSC 521 – Evidence-based Practice: This course is designed to provide a foundation for subsequent participation in research and life-long learning. It is the first course in the research sequence of the DPT curriculum. Students will become proficient in database search techniques to enable them to select the best evidence to guide all aspects of clinical practice. The student will also become proficient in evaluating and critiquing evidence. Students will be introduced to clinical research designs, including experimental and non-experimental, and qualitative and quantitative, and the statistical concepts used therein. The student is expected to become proficient in interpreting published research by demonstrating knowledge of the different methods of research design and the application of statistics.

HSC 540 – Rehabilitation Tests and Measures: Rehabilitation Test and Measures is an intensive course presented during the spring semester of the first professional year. This course is intended to present material in content areas that provide foundations of knowledge for progression within the physical therapy course of study. The principles of patient care that will promote professional, safe, therapeutic, and effective standards of care will be examined. The content of the course is in the area of tests and measures including 1) goniometry of the extremity joints and spine, 2) manual muscle testing 3) cranial nerve testing, 4) sensory testing, 5) quick screening, and 6) vital sign assessment. This course introduces the physical therapy student to basic skills and topics that will be continually expanded upon as the curriculum...
progresses. This will also serve as the student’s introduction to the APTA’s Guide to Physical Therapy Practice and its importance to our profession. These learning experiences will be augmented by laboratory practice and testing in both written and practical formats.

HSC 541 – Rehabilitation Interventions: Rehabilitation Interventions is an intensive course presented during the spring semester of the first professional year. This course is intended to present material in content areas that provide foundations of knowledge for progression within the physical therapy course of study. The principles of patient care that will promote professional, safe, therapeutic, and effective standards of care will be examined. This course is an introductory physical therapy course that will be continually expanded upon as the curriculum progresses. The student will gain fundamental knowledge in the areas of modalities, exercise prescription, ergonomic intervention, transfers, gait training, soft tissue mobilization, and joint mobilization used with all aforementioned activities. These learning experiences will be augmented by laboratory practice and testing in both written and practical formats.

HSC 560 – Scholarly Project Proposal: This is an advanced course in research design and methodology and is designed to build upon the Professional Practice II: Evidence-based Practice for the Health Care Professional course and educate the student in the process of how to develop a research project from inception to Institutional Review Board phase. Under the direction of a faculty advisor, students will develop and write a research proposal. The goal of this proposal is that it will be carried out in the Scholarly Project II course.

HSC 580 – Health Promotion: Building upon the information taught in the basic behavioral, biomedical, and clinical science courses, this course enables students to utilize the best available evidence in physical therapy practice to provide health consultation to patients and the community.

HSC 581 – Rehabilitation Laws & Reimbursement: This course introduces the physical therapy student to basic skills and topics that will be continually expanded upon as the curriculum progresses, including foundational legal, ethical, and regulatory issues; documentation; coding; and reimbursement knowledge that will be utilized during clinicals. Learning experiences will be augmented by case studies. Included in this course is a requirement of independent study of medical terminology which will assist students in further coursework and clinical activity.

DPT 520 – DPT Clinical Correlations I: This course is a clinical and community based practical learning experience that occurs through a variety of settings/programs. This clinical and
community correlation experience occurs in the community setting, in the pro bono clinic, and in the classroom during the spring semester of the first year of the program. The student attends each clinical or community based education experience throughout the semester (a minimum of 5 experiences in all) for a to be determined set amount of time. Each faculty member or clinical instructor provides the student with opportunities to promote and expand their knowledge and practice of the physical therapy profession. As a component of this course, each student will also complete a final practical demonstrating success and a level of achievement required for progression in the DPT program.

HSC 640 – Emergency Medical Responder: This American Red Cross course gives participants the knowledge and skills necessary to work as an emergency medical responder to help sustain life, reduce pain and minimize the consequences of injury or sudden illness until more advanced medical personnel take over. Core skills include assessments, CPR, AED, airway and ventilation, medical and trauma emergencies, and EMS operations. Enrichment modules offer additional training in asthma, anaphylaxis and epinephrine auto-injectors, Sellick's maneuver, C-collar and back boarding.

HSC 620 – Healthcare Spanish: It is a course designed to meet the student’s needs for special vocabulary and expressions for the Physical Therapist career. Emphasis will be placed in developing students' skills in communication across ethnic, cultural, ideological, and national boundaries. Students will engage in an understanding of other cultures and patterns of thought of their future patients.

DPT 600 – Musculoskeletal Physical Therapy: The emphasis in this course is on introduction to the examination, evaluation and development of a plan of care (intervention) for the patient with a musculoskeletal condition(s). The evidence related to application of these principles will also be included. The student will also learn to apply knowledge of musculoskeletal principles to the differential diagnosis process for patient examination as well as intervention.

DPT 620 – DPT Clinical Correlations II: This course is a clinical and community based practical learning experience that occurs through a variety of settings/programs. This clinical and community correlation experience occurs in the community setting, in the pro bono clinic, and in the classroom during the summer semester of the second year of the program. The student attends each clinical or community based education experience throughout the semester (a minimum of 5 experiences in all) for a to be determined set amount of time. Each faculty member or clinical instructor provides the student with opportunities to promote and expand
their knowledge and practice of the physical therapy profession. As a component of this course, each student will also complete a final practical demonstrating success and a level of achievement required for progression in the DPT program.

DPT 621 – DPT Clinical Education I: This course is a clinical practical learning experience that occurs in a community setting during the summer semester of the second year of the program. The student attends the clinic each day for a full work day as dictated by his/her clinical instructor. While in this setting, the student practices physical therapy basic level professional management including patient/client management. The clinical instructor provides opportunities for students to promote their physical therapy standards of practice in a professional and ethical practice. The length of this clinical education experience is 4 weeks.

DPT 601 – DPT Neurorehabilitation: Neurorehabilitation is the capstone course in the adult neuromuscular pathway. This course serves to integrate all preceding foundational and clinical sciences coursework. The revisits the common pathological conditions (e.g. CVA, TBI, SCI, Program Director, MS, PPS, vestibular disorders) encountered in clinical practice. Students will develop and apply theoretical frameworks for physical therapy clinical decision-making for examining, evaluating, developing a plan of care, and providing treatment for individuals who have movement dysfunction secondary to neurological deficits. Emphasis is placed upon the patient/client management provided in the inpatient rehabilitation setting, although differences in acute care, outpatient, home, and other settings are discussed. The APTA models of practice and disablement are used as frameworks for evaluating movement dysfunction and for developing intervention plans. A learning-centered approach is used to develop the student’s ability to evaluate the patient with neurological involvement, to identify and prioritize key problem areas, to design and implement an appropriate treatment program based on current evidence and expert consensus, and to assess treatment effectiveness and modify intervention accordingly.

DPT 602 – DPT Cardiopulmonary Rehabilitation: This course provides theoretical and practical instruction for the evaluation and management of physical therapy patients with cardiovascular and pulmonary disorders. Emphasis is placed on the etiology and pathology of selected cardiovascular and pulmonary medical conditions, as well as the therapeutic management of patients with these conditions. Students will create a physical therapy plan of care for selected cardiovascular and pulmonary dysfunctions using diagnostic, pharmacologic, and clinical laboratory data. Concepts of health promotion and fitness are explored.
DPT 603 – DPT Integumentary: A comprehensive review of the integumentary system concentrating on the prevention of integument disruption and management of patients with open wounds, burns, and other dermatologic disorders is presented. Attention is given to the examination of and intervention for the most common integumentary conditions across the lifespan.

HSC 660 – Rehabilitation Scholarly Project: This is an advanced course in research design and methodology and is designed to build upon Professional Practice II: Evidence-based Practice for the Health Care Professional and Scholarly Project I: Scholarly Project in Rehabilitation Proposal courses. It is designed to foster collaborative research activities leading toward dissemination. Under the direction of a faculty advisor, students will complete: subject recruitment, data collection, data analysis, a written manuscript, and disseminate their research.

DPT 622 – DPT Clinical Correlations III: This course is a clinical and community based practical learning experience that occurs through a variety of settings/programs. This clinical and community correlation experience occurs in the community setting, in the pro bono clinic, and in the classroom during the fall semester of the second year of the program. The student attends each clinical or community based education experience throughout the semester (a minimum of 5 experiences in all) for a total determined set amount of time. Each faculty member or clinical instructor provides the student with opportunities to promote and expand their knowledge and practice of the physical therapy profession. As a component of this course, each student will also complete a final practical demonstrating success and a level of achievement required for progression in the DPT program.

HSC 680 – Rehabilitation Practice Management: This course is designed to educate the physical therapy student in the basic business and management concepts necessary to thrive in today’s healthcare landscape. This course will provide the basic elements of business management and administration of physical therapy services which can be applied in all types of physical therapy practice settings, including medically underserved communities. Topics will include general business principles; fiscal, facility, and strategic planning; marketing; productivity; human resource management; risk management; quality improvement; leadership; and niche practices. As a capstone practice management project, students will develop a business plan in an underserved health care environment.

HSC 621 – Rehabilitation Teaching and Learning: This course is designed to prepare health science students to be effective educators in classroom, clinic, and community-based settings.
DPT 640 – DPT Pediatric Rehabilitation: In this course the physical therapy student will learn appropriate assessment and intervention strategies of pediatric clients of PT services. Selected assessments and interventions will be studied in light of patient/client management model as applied to contemporary pediatric physical therapist practice. The student will practice and demonstrate competency in basic PT assessment and intervention strategies related to the young child and adolescent population. The emphasis of this course is on the acquisition of knowledge for the role of a pediatric physical therapist in all areas of pediatric practice.

DPT 641 – DPT Geriatric Rehabilitation: This course will provide students with the knowledge base for understanding the demographics of aging in industrialized societies, as well as the physical, psychological and emotional aspects of healthy human aging including the effects of age-related diseases and conditions. The students will be required to formulate plans for treatment of the geriatric physical therapy patient including assessment, education, and application of therapeutic interventions.

DPT 642 – DPT Orthotics and Prosthetics: DPT 642 presents didactic material in the study of prosthetics and orthotics. Students learn to examine the patient/client for whom the use of prosthetics and/or orthotics is applicable. Students participate in examination, evaluation and treatment of individuals who require the use of upper and/or lower extremity prosthetics and orthotics. Students are educated about various materials and biomechanical components of prosthetic and orthotic devices. Students participate in clinical decision-making regarding the clinical uses of prosthetic and orthotic devices.

DPT 643 – DPT Differential Diagnosis: The primary focus of this course is to prepare student to recognize acute and chronic health conditions commonly seen in the general population. Primary content area will include diseases or conditions of the neuromuscular, musculoskeletal, integument, cardiopulmonary systems. This course applies current evidence based theory of the physical therapy and reviews the underlying pathology and clinical manifestation of the more common disorders. We will use lecture, journal article readings, small group discussion, and cases presentations. Clinical problem solving strategies and intervention development skills will be applied and practiced. Role playing will be used to further develop clinical decision-making skills as well as to promote advanced communication skills.

DPT 623 – DPT Clinical Correlations IV: This course is a clinical and community based practical learning experience that occurs through a variety of settings/programs. This clinical and
community correlation experience occurs in the community setting, in the pro bono clinic, and in the classroom during the spring semester of the second year of the program. The student attends each clinical or community based education experience throughout the semester (a minimum of 5 experiences in all) for a to be determined set amount of time. Each faculty member or clinical instructor provides the student with opportunities to promote and expand their knowledge and practice of the physical therapy profession. As a component of this course, each student will also complete a final practical demonstrating success and a level of achievement required for progression in the DPT program.

HSC 740 – CSCS Preparation: This course is designed to provide a comprehensive overview of strength and conditioning. Emphasis is placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics), nutrition, exercise technique, program design, organization and administration, and testing and evaluation. Additionally, this course is designed to prepare physical therapy students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam.

DPT 740 – Sports Physical Therapy: This course is designed to enhance student’s understanding and knowledge of current concepts in evidence-based sports physical therapy. The course content included enhances the student’s knowledge of relevant anatomy, physiology, biomechanics, physics, and kinesiology. The topics presented will include components of evaluation, diagnosis, and treatment utilizing evidence-based resources. The primary goal of the course is to provide students with an overview of sports physical therapy in health care. Students will not be considered sports physical therapists upon completion of the course.

DPT 741 – DPT Women’s Health: DPT students will demonstrate proficiency in evaluating and treating women’s health patients.

DPT 742 – Advanced Pediatric Physical Therapy: In this course the physical therapy student will learn advanced assessment and intervention information regarding pediatric clients receiving PT services. Advanced service delivery and diagnoses will be studied in light of the patient/client management model as applied to contemporary pediatric physical therapist practice. The student will practice and demonstrate competency in advanced PT assessment and intervention strategies related to the young child and adolescent population. The emphasis of this course is on the acquisition of knowledge for the role of a pediatric physical therapist in a school system and medically-based facility.
HSC 741 – Health Sciences Service-Learning Experience: This service-learning experience may be utilized to assist an individual student in further exploring a prolonged service-learning experience in an underserved areas. Students must submit and have a plan of study approved by the Curriculum Committee and Program Director at least one month in advance of the start of the service-learning experience.

HSC 742 – Health Sciences Independent Study: This independent study course may be utilized to assist an individual student in further exploring a specialty area of interest in his/her respective field of study. Students must submit and have a plan of study approved by the Curriculum Committee and Program Director at least one month in advance of the start of the experience.

DPT 720 – DPT Clinical Correlations V: This course is a clinical and community based practical learning experience that occurs through a variety of settings/programs. This clinical and community correlation experience occurs in the community setting, in the pro bono clinic, and in the classroom during the summer semester of the third year of the program. The student attends each clinical or community based education experience throughout the semester (a minimum of 5 experiences in all) for a to be determined set amount of time. Each faculty member or clinical instructor provides the student with opportunities to promote and expand their knowledge and practice of the physical therapy profession. As a component of this course, each student will also complete a final practical demonstrating success and a level of achievement required for progression in the DPT program.

DPT 721 – DPT Clinical Education II: This course is a clinical practical learning experience that occurs in a community setting during the summer semester of the third year of the program. The student attends the clinic each day for a full work day as dictated by his/her clinical instructor. While in this setting, the student practices physical therapy professional management including patient/client management. The clinical instructor provides opportunities for students to promote their physical therapy standards of practice in a professional and ethical practice. The length of this clinical education experience is 8 weeks.

DPT 722 – DPT Clinical Education III: This course is a clinical practical learning experience that occurs in a community setting during the fall semester of the third year of the program. The student attends the clinic each day for a full work day as dictated by his/her clinical instructor. While in this setting, the student practices physical therapy professional management including patient/client management. The clinical instructor provides opportunities for students to
promote their physical therapy standards of practice in a professional and ethical practice. The length of this clinical education experience is 8 weeks.

DPT 723 – DPT Clinical Education IV: This course is a clinical practical learning experience that occurs in a community setting during the fall semester of the third year of the program. The student attends the clinic each day for a full work day as dictated by his/her clinical instructor. While in this setting, the student practices physical therapy professional management including patient/client management. The clinical instructor provides opportunities for students to promote their physical therapy standards of practice in a professional and ethical practice. The length of this clinical education experience is 8 weeks.

DPT 724 – DPT Clinical Education V: This course is a clinical practical learning experience that occurs in a community setting during the spring semester of the third year of the program. The student attends the clinic each day for a full work day as dictated by his/her clinical instructor. While in this setting, the student practices physical therapy professional management including patient/client management. The clinical instructor provides opportunities for students to promote their physical therapy standards of practice in a professional and ethical practice. The length of this clinical education experience is 8 weeks.

DPT 725 – DPT Clinical Education VI: This course is a clinical practical learning experience that occurs in a community setting during the spring semester of the third year of the program. The student attends the clinic each day for a full work day as dictated by his/her clinical instructor. While in this setting, the student practices physical therapy professional management including patient/client management. The clinical instructor provides opportunities for students to promote their physical therapy standards of practice in a professional and ethical practice. This clinical education experience is a unique opportunity to allow the student to complete a specialty clinical education experience reflective of the student’s electives taken in the summer of year 3. This clinical education experience may be offered in a variety of settings, including, but not limited to, pediatrics, women’s health, sports physical therapy, or an independent study area of the student’s choice. The length of this clinical education experience is 8 weeks.

DPT 700 – DPT Culmination: This course is designed to prepare the Doctor of Physical Therapy (DPT) student for graduation and applying for licensure. Included in this course is a reflection and assessment of the program, information on completion of paperwork to sit the boards, an individual review of student loans, and a hooding ceremony.
INSTRUCTIONAL METHODS

A myriad of instructional methods will be used throughout the Program for the purpose of meeting student needs and achieving 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 to be only one of many opportunities for learning to occur. Within this model, the process of learning may be divided into three distinct phases:

1.) the preparation for learning phase, which is designed to prepare students for the active learning experience;
2.) the active learning phase, which focuses on developing skill through practice; and
3.) the evaluation of learning phase, which insures that learning has occurred and reinforces the learning.

The calendar is set-up so that the student has time before and after class to prepare for classes, as well as days without classes, so that time can be spent participating in integrated experiences. The expectation of instructors will be that students prepare prior to coming to class, including reading notes and supplemental materials. The instructor will then do learner-centered activities to solidify the students’ understanding of main points and for students to guide instruction through questions on concepts they may be unclear on. This may be follow-up by experiential labs, which applies cognitive knowledge to psychomotor learning. Furthermore, at the end of the week, the student may participate in an integrated clinical experience that incorporates what has been taught in the classroom and lab. This type of learning allows more time for time for labs and integrated clinical experiences by limiting time spent in traditional learning environments in which the student views a PowerPoint presentation and listens to the instructor speak.

Within the Program, there is a consistent emphasis on connecting the classroom to the clinic and community settings. In semester three, students, with supervision, will perform newly learned patient management and screening skills on actual patients in both the educational facility’s clinic, as well as the community, during the clinical integration course. From that
semester on, students will participate in 1-2 credit integration course per semester. In addition, following all the foundational science and basic clinical science courses, there is a 4 week clinical experience. Following the conclusion of all didactic coursework, there are a series of multiple 8-week clinical affiliations in a variety of settings, including a required underserved setting, to ensure entry-level performance.

The curriculum will emphasize the importance of repetition in facilitating the attainment of new knowledge. Content will be delivered in a fashion that progresses from foundational to more complex. Teaching methods address the affective, cognitive, and psychomotor domains and will be developed in a manner that seeks to address the varied learning styles of each student. Opportunities for active engagement, which places the onus of learning on the student, will result in the creation of authentic knowledge. Evaluative criteria that is used to assess student learning will be consistent with the manner in which the content was taught and applied. Faculty will 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 both competence and safety, an important aspect of evaluating student learning is to empower both instructors and their students to improve the quality of learning in the classroom. Faculty can use assessments to refocus their teaching to help students to 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.\(^1\) 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 will be viewed as an ongoing process that requires the collaborative effort of both instructor and student. Assessment tools used throughout the Program will be periodically evaluated to ensure alignment with student
learning outcomes so that they will both 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 will be used throughout the curriculum: starting with clear statements, teaching what we are assessing, collecting more than one kind of evidence, writing rubrics for assignments, making assignments crystal clear, 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, simulate real life situations.¹

References:
SECTION VII:

UNIVERSITY POLICIES
UNIVERSITY REGULATIONS

ACADEMIC
Violations of the academic policies and procedures outlined in the Student Handbook and Course Catalog may be considered violations of University regulations and as such, are subject to University judicial processes and sanctions.

ALCOHOL
Briar Cliff permits responsible use and legal possession of alcohol on campus by students of legal age and in the designated areas. Further detail for this regulation is provided in the Statement on Alcohol and Drugs outlined in this handbook.

COPYRIGHT
Briar Cliff University expects students to comply with Copyright Law, PL 94-553. Information regarding this law is available via the BCU’s website. Persons disregarding copyright laws violate BCU policy and do so at their own risk.

DISRUPTIONS OR PROTEST
Activities that disrupt the normal operations of the University, threaten or endanger the safety of community members, interfere with the rights of others or violate civil law are not acceptable. In order to ensure peaceful protest, students should inquire with the Student Development Office located in the Stark Student Center.

DRESS CODE
Students should be properly attired on campus. This applies to public areas, classrooms, dining hall, library, student center, and University grounds. Shoes and shirts are always required in the dining hall. Clothing offensive to cultural, ethnic, or social groups are not acceptable. University policies on discrimination apply to clothing. Various professional programs may have additional dress code requirements for the classroom, community, and/or preceptorship/clinical settings.

DRUGS
In compliance with the Drug-Free Schools and Communities Act and the Drug-Free Workplace Act, the University seeks to provide a drug-free learning environment and workplace.

DISORDERLY CONDUCT
Disruptions of the University community, residence halls and University activities and events; including presence during a violation of the student handbook is prohibited. If students are present during a violation of the student handbook, even if they may not have initiated or actively participated in the violation, they may be charged with the specific violation or face disciplinary action.

**EXPLOSIVES**
Possession or use of explosives, ammunition, firecrackers, or pyrotechnics of any nature on campus is prohibited.

**FAILURE TO COMPLY**
Failure to comply with a request or official sanction issued by an authorized University staff, faculty or administrator. This includes but is not limited to request for meetings and completion of sanctions issued by members of the Student Development, Security, and Residential Life staff.

**FIRE REGULATIONS AND PROCEDURES**
Students guilty of arson or similar acts or endangering the safety of others will be subject to severe disciplinary sanctions, including expulsion. The University may also take civil action.

**FIRE ALARMS**
When the fire alarm sounds, all occupants must evacuate. Complete evacuation of buildings is a matter of law. Tampering with fire equipment or alarms is a serious safety issue, and subject to severe disciplinary action including loss of campus housing, suspension, or prosecution under Iowa law. All residents of building may be held responsible judicially and financially for misuse of fire equipment.

**FIREARMS AND WEAPONS**
Possession or use of firearms, ammunition, metal-tipped darts, bows and arrows, BB guns and other projectile weapons including air-soft guns, including knives not specifically designed for kitchen use, are not permitted on University property. Possession of any weapon or item directed to be a weapon is subject to severe disciplinary action, including suspension or expulsion.

**FIRE PERMIT**
Sponsoring groups may request a fire permit through the Sioux City Fire Department. Permit requests require minimum 30-days' notice prior to the event. If a permit is granted, the fire department will send a copy of the permit to the sponsoring organization. Copies need to be left with the director of Facility Services, and the Office of Student Development. Even though Briar Cliff University has a valid fire permit, the police, fire department, and campus security have the discretion to revoke the permit at the event.

**FLAMMABLE FLUIDS**
Use or storage of flammable fluids in campus buildings without proper authorization is prohibited.

**GUESTS**
Guests must follow BCU’s rules and regulations as outlined in the Student Handbook and Academic Catalog while on campus or at BCU events. BCU Students are held responsible for the conduct of their guests and subject to disciplinary action accordingly.

**HARASSMENT**
Harassment of any campus community member or guest based on gender, religion, race, color, age, disability, national or ethnic origin, sexual orientation, gender identity, or marital status is prohibited. Any conduct that interferes with a University community member’s rights, responsibilities, and/or abilities to achieve his/her academic, personal and professional potential may be considered violations of the Harassment Policy and are subject to disciplinary action.

**ELECTRONIC HARASSMENT**
Any harassment, threats, or intimidation through electronic media, including, but not limited to, cell phone, text message, social media, email, or any other form may be automatically referred to the Sioux City police for investigation and/or action.

**HAZING**
Hazing is defined as any act which endangers the mental, physical, or emotional health or safety of a student for the purpose of initiation or as a condition for continued membership in a group. Hazing is unilaterally prohibited at Briar Cliff.

**HOUSING CONTRACT**
Students found in violation of the University Housing Contract are subject to all judicial processes, sanctions, and penalties as outlined in the Student Handbook.

**IDENTIFICATION CARDS**
Briar Cliff students should carry their current student ID cards at all times. The card is used to gain admission to campus activities and facilities. ID cards are required for meal service and to vote in student elections. Alteration of a BCU ID card is prohibited. Lending the card to someone or failing to present it when requested by authorized University personnel violates University regulations.

**SEARCHES**
Students whose actions present probable cause to suspect that they violated a University regulation or a law may be required to submit to an inspection by University officials. Inspection may include a vehicle on campus, package, purse, briefcase, backpack, or container brought onto or being removed from campus. Desks, file cabinets, lockers, closets or other stationary containers may be inspected for probable cause. The inspection must be related to the suspected violation and completed with a witness and the individual present if possible.

**KEYS AND GUARD CARDS**
Unauthorized possession, use, or duplication of keys or guard cards is prohibited. Lending of key and guard cards to another person is prohibited.

**NOISE AND SOUND AMPLIFICATION PERMIT**
Any group sponsoring an outdoor event with amplified sound must obtain a noise permit from Sioux City Police Department at a cost determined by issuing party to sponsoring group. Requests should be made minimum of two weeks in advance. Copies of the permit will be given to Campus Security 48 hours prior to the event. A copy must be available at the event.

**PARKING**
Cars parked on campus must display valid Briar Cliff University parking permit obtained from the Campus Security Office. Students and employees should only park in authorized parking spots. Students with four or more violations and students with unregistered vehicles are subject to disciplinary action. Frequent parking violators will be subject to the application of a Lock (boot) to the vehicle or to towing. A $50 charge for removing boot will be assessed. Vehicles may be towed off campus at the owner’s expense.
PROPERTY DAMAGE
Destruction or attempt to damage property belonging to the University, a member of the campus community, or a guest of the University is prohibited. Although the University provides reasonable protection for students’ property, the University is not responsible for the loss, theft, or damage to any property, including vehicles belonging to students or items in residence hall rooms. Briar Cliff University recommends all students carry insurance to cover loss or damage to personal property.

All damages impacting University property will be reasonably investigated. If responsible parties are not identified, charges may be made to groups or segments of campus populations connected to the location of damages.

SECURITY
Impeding the security of the buildings, doors, or any area of campus is prohibited. This includes but is not limited to the propping open of locked doors, giving keys and guard cards to unauthorized individuals.

SKATEBOARDS
The following activities are prohibited: acrobatics (e.g., jumping on or over steps, benches, walls, rails, bike racks, etc.); excessive speed; blocking pedestrian paths, skateboarding near doorways, sidewalks, ramps, malls, hallways, etc.); and any activity which reasonably presents a risk of injury to persons or damage to property. All traffic including pedestrians has the right of way. Furthermore, any participant who is involved in an accident on University property may be held liable for causing physical injury or property damage.

SOLICITATION
Permission to solicit on campus must be obtained by the Vice President for Student Development. Stricter guidelines may apply for residence halls. This includes distribution of printed materials.

TOBACCO/SMOKING
In compliance with the laws of the State of Iowa, the use of tobacco is prohibited in all Briar Cliff University buildings and on all BCU property, this also includes electronic cigarettes and vapor cigarettes.
Unauthorized possession of University property or the property of others is prohibited

**VANDALISM**
Vandalizing or defacing of campus property or the property of others is prohibited. Threats or acts of violence against any member of the University community are prohibited. Fines, replacement costs, and repair costs for vandalism may be charged to individuals, groups, or portions of the campus community.

**NON-DISCRIMINATION AND AFFIRMATIVE ACTION**
Briar Cliff University will provide equal opportunity in compliance with the law and will not discriminate for any reason prohibited by the law.

**INTERNATIONAL STUDENT CONDUCT POLICY STATEMENT**
International students have a unique relationship with the University, and their individual visas and other status as a student can be impacted by a great number of variables. International students are expected to exhibit high standards of personal conduct. The University expects all international students to know and follow all campus policies, local laws, state laws, and federal laws and guidelines. Failure to do so on even one occasion either on or off the campus, may result in immediate action or discipline at the discretion of the Vice President for Student Development or his/her staff designee, including, but not limited to, revocation of visa, removal from campus, suspension, or expulsion from the University.

**STUDENT RECORDS**

*Family Educational Rights and Privacy Act*
Family Educational Rights and Privacy Act (FERPA) gives students in college the right to inspect records, files or documents which contain information directly related to them. Briar Cliff University complies with federal laws pertaining to student records. A complete statement of FERPA is posted in the Registrar’s Office and detailed as follows:

*Public Law 93-380*
Students, upon request, can receive access to all of their education records controlled by the University which in any way affects their own campus status, enrollment potential, or which reflects upon the student’s character. Records by the University can be inspected by the requesting student in the presence of appropriate University officials, except the following:

- confidential letters and statements of recommendation prior to January 1, 1975;
- financial records of parents, unless authorized by parents;
• private notes and materials created by individual University officials (teachers, deans, counselors, doctors, etc.) as memory aids;
• recommendations respecting admissions, applications for employment, or receipt of honorary recognition, unless the student has signed a waiver of access.

Appointments must be made by students to review files.

No evaluative materials may be removed from University files by students. Students are entitled to photocopies of any materials contained in their files, subject to the exceptions noted in #1. Reproduction cost is $1 per page, paid by the student making the request.

If students believe their records contain information that is inaccurate, misleading, or in violation of students’ rights of privacy, they may ask the University to amend the record. A decision must be made whether to amend the record as requested within a reasonable time after the request is received.

If a decision is made not to amend the record, the student may ask for a hearing. The Vice President for Student Development will convene a hearing committee to adjudicate the challenge. The committee will consist of the vice president for the division with responsibility for the file, the University official in charge of the file, and a faculty member chosen by the student. The student may be assisted by any individual of his/her choice from the campus. The divisional vice president will write a response to the challenge detailing the decision of the committee and the action taken.

Should a factual error be found in any material, the University official will make the appropriate correction. If the decision is made not to correct the record, the student may place a statement in the record commenting on the contested information, stating why he/she disagrees with the decision. Under the records act, students cannot request hearings to contest the assignment of a grade, only whether the assigned grade was recorded accurately.

The University official in charge of a student file is responsible for the care of the file and is liable for the unauthorized release of confidential records. These records may be released only to the following persons:
• School officials and teachers with a legitimate educational interest. These individuals must present specific requests relating to the welfare or advisement of a particular
student. The University official in charge of the records will determine the request’s validity.

- Individuals designated in writing by the student to who records can be released. A request for release of records must include the following:
  - specific information to be released
  - reasons for such release
  - the party to whom the records are to be released
- Authorized representatives of the comptroller general of the United States and the administrative head of an educational agency or state education authority authorized to conduct an audit, evaluation, or investigation of a federally supported program.
- Those persons or agencies dealing with a student’s application or receipt of financial aid accrediting organizations in order to fulfill accrediting functions.
- Appropriate persons, if such information is needed to protect the health or safety of the student or others.
- A student’s written release of records is required for the following:
- Use of University photographs for identification purposes by agencies outside the University;
- Information requested by police and government agencies conducting security clearances and background checks.

Personal information may be transferred to a third party only on condition that the party does not permit other access to such information without the written consent of the student. A written notice of this condition must be included with any information released.

The University Registrar can provide directory information: name, address, dates of attendance, major, degrees received, and the most recent previous educational institution attended. All inquiries about directory information should be referred to the Registrar’s Office. Students may request that their directory information not be released without their consent. This request must be made in writing to the Registrar within three weeks of the first day of classes.

The University must maintain a log of requests for information from students’ records, excluding directory information.

Students may file complaints with the Department of Education concerning alleged failures by the University to comply with this law. Student records are kept in the following offices:
• Campus Life Office: student housing applications, housing contracts, discipline records and conduct records;
• Financial Aid Office: student financial aid records;
• Registrar’s Office: admission applications, transcripts from prior institutions, and Briar Cliff academic records;
• Vice President for Academic Affairs: academic records, correspondences such as probation, Dean’s List and requests for policy waivers;
• Faculty Advisor’s office: records of tests, advising materials, and grade reports;
• Health Office: health records.

The Higher Education Act of 1998 amended the FERPA allowing colleges to disclose to parents or guardians a dependent student’s violations of law or institutional policy regarding alcohol or controlled substances. Briar Cliff may notify parents of students who are under the age of 21 of alcohol and drug violations when a student has received two minor violations or one major violation (e.g., anything involving harm or threat to persons, property damage, public intoxication, illegal drugs).

STATEMENT ON ALCOHOL AND DRUGS
In compliance with the Drug-Free Schools and Communities Act and the Drug-Free Workplace Act, the University seeks to provide a drug-free learning environment and workplace.

BRIAR CLIFF UNIVERSITY’S PLEDGE TO STUDENTS
The University provides information, programming, and personal assistance to help each student develop a strong character and a high standard of moral behavior. Thoughtful, healthy decision-making is the University’s chief concern. Briar Cliff University holds students responsible for the consequences of using alcohol and will uphold the rights of students who choose not to drink alcohol.

GUIDELINES FOR A SUPPORTIVE COMMUNITY
The Franciscan tradition exemplifies a commitment to developing ethical and moral awareness in our campus community. Briar Cliff University believes that the campus environment does influence character developments and values. The University acknowledges that students are motivated, mature, and responsible, and as such have both freedom and responsibilities. All policy and regulations support these beliefs.
Briar Cliff’s regulations permit responsible use and possession of alcohol on campus by students of legal age and in the designated residence hall rooms or in the Campus Pub when authorized by the proper authority. [With direct authorization from the Vice President for Student Development, Briar Cliff may permit alcohol at a student event. See procedures listed.]

**Definitions**

*Alcohol:* Any beverage, mixture or preparation containing ethyl alcohol.

*Campus:* All University buildings, vehicles, grounds, including sidewalks, lawns, athletic fields, woods, parking lots, and cars located on campus.

*Designated areas:* Residence hall rooms designated as “wet” in Baxter and Noonan, Pub in Stark, and authorized special events.

*Dry residence hall:* Toller and Alverno Halls in which students are not allowed to consume or possess alcohol or alcohol-related paraphernalia.

*Dry room:* Room or suite in which students assigned are under the age of 21. Room or suite in which a minor lives, or when a minor visits a wet room.

*Legal age:* 21 years old.

*Minor:* any person under age 21 years.

*Official University event:* Meets one or more of the following conditions open to all Briar Cliff students, uses the name Briar Cliff, or sponsored by a University organization.

*Open container:* Any container in which the manufacturer’s seal has been broken, including water bottles, cups, and other open-faced containers.

*Under the influence:* Meets one or more of the following symptoms - obviously confused, cannot find way in familiar area, leaning on walls or being held up, vomiting, can’t be awakened, slurred speech, not in control of self or not functioning under own power, erratic behavior, threat to self or others.

*Wet rooms:* Room or suite in which all students assigned are 21 or older in Baxter or Noonan Hall.
Wet room contract: Agreement is signed by students in room/suite in which all residents are of legal age.

Drinking Game: Games in which the intent is to consume alcohol in an irresponsible way. (e.g., beer pong, quarters).

Violations of the University’s Regulations Regarding Alcohol Include

1. Intoxication is prohibited anywhere on campus or at any official University event off campus, including athletic events. Being under the influence never justifies irresponsible behavior or violation of University policies. Students violating any University regulation while under the influence will face additional penalties and fines for violating the alcohol policy.

2. Providing alcohol to minors anywhere on campus or at University events off the campus, even if the minor is not a Briar Cliff student is prohibited.

3. Possession (on their persons, in their rooms, or in cars) by
   - Minors possessing alcohol containers, open or closed, empty or full or in the presence of alcoholic beverages (i.e., in residence hall room with open and closed container of alcohol).
   - Students 21 and older possessing open alcohol containers outside their rooms.

4. Possession of alcohol by anyone in a location designated as dry.

5. Keg or large alcohol container, full or empty, larger than a half-gallon (1.75 liters or 64 oz.) constitutes an automatic $200 fine charged to the provider(s). Providers also may face additional alcohol violation sanctions and fines.

6. Possession of beer bongs, keg taps, or other paraphernalia by any student regardless of age.

7. For sanitary reasons, can and bottle displays are not allowed in any University residence hall. Minors will be fined for possession of alcohol cans, bottles, and other containers. Cans and bottles should be disposed of properly.

Sanctions for Alcohol Violations
The appropriate Student Development staff member determines specific sanctions for alcohol violations. Students violating alcohol policies may receive one or more of the following sanctions: confiscation and disposal of alcohol, monetary fine, educational sanctions, campus work assignment, disciplinary probation, loss of scholarship, suspension from the University, or mandatory alcohol counseling. Staff will confiscate paraphernalia. All fines are directly charged to student accounts.
First violation within an academic year: Minimum $100 fine

- Educational sanction(s)
- University will require the student to undergo a chemical dependency evaluation or participate in an alcohol education, rehabilitation, or counseling program.
- Vice President for Student Development or designee may notify parent(s) or guardian(s)
- Completion of sanctions may result in reduced fine.

Second violation within an academic year: Minimum $150 fine

- Educational sanction(s)
- Alcohol Assessment at students expense
- Counseling session based on assessment results
- Community Restitution
- Vice President for Student Development or designee may notify parent(s) or guardian(s)

Third violation within an academic year: Minimum $200 fine

- Student placed on conduct probation
- Required out-patient alcohol class
- University restrictions imposed
- Community restitution
- Mandatory counseling session with campus councilor
- Vice President for Student Development or designee will notify parent(s) or guardian(s)

Fourth violation within an academic year: Mandatory appearance before the Conduct Review Board to determine sanctions. Possible sanctions include loss of campus housing, scholarships, or suspension from the University. The Vice President for Student Development or designee may notify parent(s) or guardian(s) that the student has violated the University’s alcohol code for a fourth time.

Fifth violation within an academic year: May result in expulsion from the University.

Good Samaritan Exception

At Briar Cliff, we are “our brother’s/sister’s keeper.” In order to promote helping without fear of penalty, the University establishes the Good Samaritan Exception.

If an individual or group assists a BCU intoxicated student or guest obtain assistance from a University staff member, security officer, medical professional, or law enforcement official, the
intoxicated student and individual(s) assisting may not be subject to University discipline for either being intoxicated or for providing alcohol, provided responsible, peaceful, and appropriate actions are taken.

**Guidelines for Alcohol at Social Events**
The following guidelines apply to all social events sponsored by BCU, both on and off campus:

- Sponsors must uphold Iowa law and BCU’s alcohol policy and obtain permission through the office of the President of the University.
- Sponsors must present clear procedures to ensure that alcoholic beverages are not consumed by persons under the legal drinking age or persons who appear intoxicated.
- Consumption of alcoholic beverages is permitted only within the area designated for the event.
- Nonalcoholic beverages must be available and featured more prominently than the alcoholic beverages.
- The event sponsor must provide food items during the event.
- Security personnel must be present at all times during University sponsored events (on and off campus) when alcohol is present.

**Liability**
Hosts who provide alcohol or provide the place to consume alcohol can be held responsible for the actions of intoxicated persons. Should tragedy occur from actions of someone intoxicated, hosts may be held liable.

**Advertising Guidelines**
Alcohol may not be mentioned on any sign advertising social events on or off campus. No campus publication may accept advertising that promotes the consumption of alcohol.

**State and Local Law**
The University upholds all state laws regulating the sale, consumption, and possession of alcohol. The University, at its discretion, may report to appropriate law enforcement students who violate campus policies.

**Illicit Drugs Policy**
Briar Cliff has adopted a zero tolerance policy regarding the manufacture, distribution, dispensing, possession, and/or use of controlled substances on its property or at its events. Police may be notified when suspicion of such exists. Illegal manufacture, distribution,
dispensing, possession, or use of controlled substances is subject to criminal prosecution. The presence of marijuana odor or smoke constitutes “reasonable cause” for authorized staff to enter and search a room. Drugs or paraphernalia found will be secured and police called. Violators of the drug policy must meet with the Vice President for Student Development to determine sanctions, which include, but are not limited to, housing and disciplinary probation, $250 fine, suspension, expulsion, or completion of a drug assessment or treatment program at the student’s expense and fine.

Definitions

Controlled substances: those substances included in Schedules I-V of the Controlled Substance Act outlined in the Drug Free Workplace Policy.

Drug: any substance, other than alcohol, that has a known mind-altering or function altering effect upon the human body or that impairs ability to perform work safely. Includes illegal substances.

Prescription drug: any substance prescribed by a licensed medical practitioner and taken by the individual for whom it was prescribed. As a condition of enrollment, any criminal drug conviction occurring on University premises or while conducting University business off campus, must be reported to the Vice President for Student Development within five days of conviction. If not reported, disciplinary action may be taken.

Statement on AIDS

Current knowledge affirms that persons testing Human Immunodeficiency Virus (HIV) positive do not pose a health risk to others in an academic setting. The American College Health Association (ACHA) states that there is no risk created by casual contact with an infected person. Briar Cliff supports the ACHA recommendation that institutions not adopt blanket policies concerning students with AIDS-related conditions, but rather respond to each case specifically. The coordinator of health services, the nurse practitioner and the Vice President for Student Development will:

- Manage the process of individual cases;
- Assist in organization of AIDS educational programs; and,
- Recommend any necessary policy or procedure decisions.

Additional Considerations for Prevention of AIDS
• Abstinence from intimate sexual contact and avoidance of shared needles are ways to avoid transmitting AIDS. The efficacy of condoms for preventing HIV is unproven, but the consistent use of them with spermicide containing nonoxynol-9 may reduce transmission.

• Toothbrushes, razors, and other implements that may become contaminated with blood should not be shared.

**POLICY ON SEXUAL VIOLENCE AND SEXUAL HARASSMENT**

In accordance with Title IX of the Education Amendments of 1972 and state civil rights law, Briar Cliff University does not discriminate on the basis of sex in its education programs and activities. Discrimination on the basis of sex can include sexual harassment or sexual violence.

Briar Cliff University pledges to maintain an environment that promotes the development of healthy relationships and respect for individuals.

The University prohibits sexual violence and sexual harassment in any form, (including sexual misconduct, dating/relationship violence and stalking). Sexual violence and sexual harassment are often misunderstood and under-reported. It is important that students understand these issues so they can avoid committing or being victims of such behavior.

If sexual violence or harassment occurs, it should be reported so the University can take immediate and appropriate action to investigate or otherwise determine what occurred. The University has a duty to attempt to end sexual violence and harassment, prevent its recurrence, and address its effects. This duty may exist separate and apart from any corresponding criminal investigation.

The University has appointed a Title IX Coordinator, Louise Paskey, the Vice President for Student Development, who can be reached at (712) 279-5494; Student Development Office, Stark Student Center, louise.paskey@briarcliff.edu

Any questions about a student’s rights under Title IX, (the federal law that prohibits discrimination on the basis of sex in education programs and activities) can be directed to Louise Paskey, Title IX Coordinator, or the Office of Civil Rights for the Department of Education.

**Important Definitions**
Sexual violence means physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent. A number of acts fall into this category, including rape, sexual assault, sexual battery and sexual coercion.

Under State law, “Sexual Abuse” is a crime and is defined as any sex act between persons performed under any of the following circumstances: a) the act is done by force or against the will of the other. If the consent or acquiescence of the other is procured by threats of violence toward any person or if the act is done while the other is under the influence of a drug inducing sleep, or is otherwise in a state of unconsciousness, the act is done against the will of the other; b) the other person is suffering from a mental defect or incapacity which precludes consent, or lacks the mental capacity to know the right and wrong of conduct in sexual matters; c) the other person is a child. (Iowa Code Section 709.1).

Consent means the mutual deliberate and voluntary agreement to engage in sexual activity. Consent is a clear YES to the sexual act. Consent is an ongoing process and must be obtained for each level of sexual contact. Even if a victim does not resist or if the victim knows the offender, the law does not presume consent.

Sexual violence includes sexual assault, sexual harassment, sexual exploitation, and sexual intimidation and can be committed by men or women. It can occur between people of the same or different sex. It may include any touching or fondling of the victim’s genitals, breasts, thighs or buttocks directly or through the clothing without the victim’s consent.

In addition to being forbidden by this policy, sexual misconduct may be a violation of state criminal law and of other University policies.

Stalking is a course of conduct directed at a specific person that would cause a reasonable person to feel fear. Examples of prohibited stalking can include but are not limited to (a) non-consensual communication including in-person communication, telephone calls, voice messages, text messages, email messages, and other social networking communications, letters, gifts, or any other communications that are undesired and/or place another person in fear; (b) Following, pursuing, waiting, or showing up uninvited at a workplace, place of residence, classroom, or other locations frequented by the victim.

Sexual harassment may include unsolicited and deliberate sexually explicit statements, gestures, or physical contacts which are objectionable to the recipient, cause discomfort, humiliation, or intimidation, or create a hostile and offensive environment. Sexual harassment may involve pressure from a person of either gender against a person of the opposite or same gender.

Examples of sexual harassment:
• Demanding or soliciting sexual favors accompanied by implied or overt threats;
• Creating an offensive interpersonal environment;
• Comments or jokes referencing sex or sexual orientation;
• Unnecessary touching or leering at another’s body; and,
• Sexist remarks about clothing, body, or sexual activities.

**Reporting Sexual Violence to Law Enforcement**
The University encourages victims of sexual violence, (including date/acquaintance rape) to report such actions to the local police department. The Campus Security Office (Heelan Hall) can assist students in making such reports.

**In The Event of Sexual Assault You Should**
Go to a safe place. Call 911, 1-800-982-SAFE (7233) or the Rape Crisis Center (258-7233).

- Tell the first person you see what happened. This account could corroborate your testimony if you decide to report or prosecute.
- Talk with someone you trust: a friend, your RA, a faculty member, Residence Life Area Coordinator, the Assistant Dean of Students, the Director of Health Services or Director of Counseling Services.
- Seek medical attention at an emergency room. Request tests for pregnancy and sexually transmitted diseases.
- Do not shower, bathe, or douche. Preserve physical evidence, such as clothing. Resist the urge to change clothes or clean up the area until medical and legal evidence is collected.
- Request a urine test as quickly as possible to detect the presence of sedating substances.

**Procedures for Reporting Sexual Violence/Misconduct to the University**
The University urges students to report all incidents of sexual violence or misconduct or harassment to the Title IX Coordinator, or the Assistant Dean of Students. Students are strongly encouraged to report incidents of sexual misconduct as soon as possible after the incident occurred. While addressing concerns about confidentiality, students will be informed of their rights, the options available for recourse, and the contacts for professional counseling and other supports. In situations that require an immediate and decisive response, the University authorizes the Assistant Dean of Students to coordinate all necessary action.
Complaints of sexual violence/misconduct, stalking, or harassment against a member of the University community will be investigated and adjudicated in accordance with the applicable University procedures. University disciplinary action may be taken whether or not criminal charges are filed and without regard to whether the conduct occurred on or off the campus.

**Interim Measures**
Where appropriate, the University may implement interim measures to protect the complainant, which could include, but are not limited to, changing academic or work schedules or living arrangements and providing such academic, counseling, or other supports as are prudent in the circumstances. In certain cases, the University may impose a “no-contact” order against the alleged perpetrator.

**Confidentiality**
Students should communicate clearly with the University any concerns about confidentiality and the University will honor such requests to the extent possible. Where a student victim of a sexual assault requests that his or her name not be disclosed, the University’s ability to fully respond to the incident may be limited. The University’s policy prohibits retaliation and steps will be taken to prevent retaliation and to strongly respond to it if it occurs.

**Student Grievance Procedure for Sexual Violence Allegations**
Informal means of resolution may be appropriate and are an option for students. If informal resolution is not successful or is not appropriate in the circumstances (such as in a sexual assault case), or at any time until the informal process is concluded, the complainant may elect to request a formal investigation/grievance procedure.

**Formal Grievance Procedure**
The accuser and the accused individually will meet with the Assistant Dean of Students. Each will be allowed to choose a support person (from a list of designated Briar Cliff University Faculty or Administrators) who is present during the process.

The Assistant Dean of Students will determine if the matter is within the University’s jurisdiction (generally, this requires the party or parties to be current students/members of the campus community, and the incident to have occurred on campus or off-campus with a resulting effect on the campus environment) whether a different University policy/procedure should be followed, whether further investigation is necessary and/or whether a hearing is
recommended. Any investigation will be adequate, reliable, impartial and prompt and will include the opportunity for both parties to present witnesses and other evidence.

Both parties will be notified in writing of the outcome of any investigation, which will be determined based on the “preponderance of evidence” standard (“more likely than not”). This process should be completed promptly; generally, not longer than 30 days absent unusual circumstances.

Hearing or Appeal Procedures
If a hearing is deemed necessary by the Assistant Dean of Students or if either party desires to appeal a decision of the Assistant Dean of Students, the Vice President of Student Development will appoint a three-person hearing panel to adjudicate the case or hear the appeal. Panel members should have no conflict of interest and preferably should not be teaching or working with the students involved in the case. An appeal from a decision of the Assistant Dean of Students must be submitted in writing to the Vice President for Student Development within 5 days of the decision.

- The Vice President for Student Development or his/her designee will serve on the Panel as a non-voting facilitator.
- Prior to the hearing, both the accuser and the alleged perpetrator will be given notice of the date, time and place of the hearing; the names of the Panel members (and opportunity to raise any conflict of interest concerns); their right to have an advocate of their choice attend the hearing; their right to present witness testimony and other evidence; and their right to submit written statements to the Panel detailing the charges or any defense.
- The hearing itself is closed. The University support person for a party may provide counsel but may not speak for the party.
- In the case of a sexual assault or abuse complaint, the parties may choose an attorney for their advocate.
- The Panel will formulate specific procedures to deal with the presentation of evidence, witnesses, and cross-examination and any other matters as appropriate to the conduct of the hearing.
- A “Preponderance of the Evidence” will be the standard of proof. The Panel may hear new evidence on an appeal.
- The Panel will strive for consensus but may determine the outcome of the proceedings by majority vote.
• The Panel is empowered to impose such measures as it deems appropriate. Disciplinary measures may include, but not be limited to, fines, work assignments, discontinuation of scholarships or privileges, dismissal from the residence halls or from campus events, temporary suspensions or permanent dismissal (expulsion) from the University.
• Panel members must maintain the confidentiality of the proceedings.
• Within ten day of the conclusion of the hearing, the Panel will inform both parties of the final outcome of the complaint (including information pertaining to sanctions where the proceeding involved a finding of sexual violence).

Students always have the option to seek legal remedy in the courts through local law enforcement whether or not the incident occurred on campus and whether or not the alleged assailant was a Briar Cliff student. University officials will stand ready to:
• Assist students with notifying police,
• Help secure an advocate from the Council on Sexual Assault and Domestic Violence to guide students through the legal processes, and
• Consider appropriate interim measures to support the victim.
  If a Briar Cliff student is criminally convicted of (or pleads guilty to) sexual assault or any other felony, Briar Cliff University reserves the right to determine the student’s standing with the University.

*University and Community Services*
If you feel you have been sexually abused the Director of Counseling Services at Briar Cliff University can provide confidential counseling and can be contacted at 279-5433. Counseling for victims is also available through the Council on Sexual Assault and Domestic Violence, 258-7233. If you are a victim of date or acquaintance rape, you are not to blame.

Whether or not you report the rape or engage in legal action, you should consult CSADV at 258-7233 or the Director of Counseling Services at 279-5433 to begin the healing process. Counseling services also are available for perpetrators either in the Counseling Center or at a community mental health agency. Counseling provides an environment in which perpetrators can learn new behaviors.

*Procedures for Reporting Sexual Harassment to the University*
If a student feels that they are being sexually harassed, first, if possible, inform the individual that you feel you are being harassed and ask them to stop.

If the harassing behavior continues contact Louise Paskey the University’s Title IX Coordinator, (712) 279-5495, louise.paskey@briarcliff.edu.

Other options for reporting harassment include the following (who will also alert the Title IX Coordinator):

- Director of Human Resources
- Vice President for Academic Affairs
- Title IX Coordinator for Athletics

Submission of a good faith complaint or report of discrimination or harassment will not affect the complainant’s or reporter’s future employment, grades, educational or working environment.

All complaints will be promptly investigated and acted upon as necessary to ensure that the discrimination or harassment stops and does not recur. Informal methods of resolution, such as facilitated mediation, may be requested by the complainant, however, the complainant has the right to end such informal processes at any time and begin formal procedures. Note: in cases involving sexual violence, mediation is never an appropriate process for resolution.

Depending on the allegations, the sexual harassment grievance procedure may be followed or the University may deem other procedures applicable. In any such procedure, both parties will have the same opportunities to present evidence and witnesses, and to request an appeal should appeal rights be available. Both parties will also be notified of the outcome of any investigation. The complainant may also be notified if any sanctions are imposed that directly relate to the complainant.

The University will take any and all appropriate action (up to and including termination or expulsion), against any employee, student, agent or any other person under the control or supervision of the University, who is found to have engaged in harassment or who retaliates against any person who reports, testifies, assists, and/or participates in a proceeding, investigation or hearing relating to an incident of alleged discrimination or harassment.
STUDENT CONDUCT PROCESSES
Briar Cliff is a community of learners within the Catholic and Franciscan traditions of service, caring, and openness to all. While the University affirms individual rights, individuals must accept their responsibilities toward the community. Each student must know the living standards in this handbook. Unfamiliarity with policies does not excuse noncompliance. Students who violate University standards of conduct must meet with designated member of Student Development staff. Decisions of these authorities will be final, pending the normal appeal process as outlined below.

Violation of Law and University Policies
Students violating laws or University policies off campus may incur penalties from civil authorities. When students violate federal, state, or local laws, the University may also undertake discipline actions and impose sanctions. Proceedings under the student conduct code may be carried out prior to or following civil/criminal proceedings. Violations of University policies that are documented by Residence Life Staff, Campus Security, or through an individual report will be adjudicated by a designated staff member within the Office of Student Development. Testimony and statements by witnesses are considered information and must be given credence.

Student Conduct Board
The Student Conduct Board is comprised of students, administrators and faculty to determine sanctions for alleged violations of the Student Handbook. Students may be referred to the Board at the discretion of the Assistant Dean of Students, Vice President for Student Development, or the Office of Academic Affairs.

Appeals Process
Students appealing student conduct decisions must appeal in writing and submit appeal to the designated Appeal Officer within three business days of the original judgment. The decision of an Appeal Officer is final. In cases of any appeal, sanctions will be enforced immediately and remain in effect until the appeal is completed. An appeal is not a re-hearing of the same information. Rather, responsibility rests with the student making the appeal to present new information or new ways to interpret the information.

Appeals Board
Students may choose to appeal directly to the Student Appeals Board. To appeal directly to the Student Appeals Board, a request in writing must be delivered to the Vice President for Student
Development or Assistant Dean of Students within three business days of the original outcome pertaining to the student conduct case of which they are appealing. The Vice President for Student Development or Assistant Dean of Students must verify the legitimacy of the appeal before convening the Appeals Board. The decision of an Appeals Board is final.

1. **Appeals Board Membership** The Student Appeals Board consists of faculty members, administrators, and students. The Vice President for Student Development or Assistant Dean of Students presents the case for the University.

2. **Function** The Appeals Board meets as needed. A quorum consists of three voting members of the Appeals Board. The Appeals Board must respect the rights guaranteed to students in the Student Handbook. The proceedings of the Appeals Board may be audio taped and filed in the Student Development Office.

3. **Appeals Procedure** Appeals are submitted in writing to the Vice President for Student Development or Assistant Dean of Students who determines if the Appeals Board will be convened and selects Appeal Board members for the appeal hearing.

4. **Hearing Procedure** The Appeals Board is closed to the student body and the public. The student appealing must attend. The Vice President for Student Development or Assistant Dean of Students summarizes the charges against the student, specifies the University policy violated, and states the penalty imposed on the student. Then, the student is invited to present a case that appeals either the decision or sanctions. If the student wishes to present witnesses, signed statements must be presented to the Vice President for Student Development or Assistant Dean of Students no less than two days before the Appeal Hearing. No witnesses will be heard by the Appeals Board unless this condition is met. Testimony by witnesses for the student must be relevant to the case. The Appeals Board has the right to question the Vice President for Student Development or Assistant Dean of Students, the student and witnesses. After the appeal has been presented, the board will deliberate and make a decision based on the new information presented. A majority of members present will determine the decision of the Appeals Board. Decisions of the Appeals Board are final. The Board may make the following decisions: a. Uphold the decision and sanctions b. Reverse the decision c. Modify the sanctions

5. **Appeals by Organizations** Official campus organizations have the same right of appeal as do individual students, subject to the following conditions:
   • BCU campus organizations include all clubs recognized by the Student Development Office. If certification of a group is disputed, the Vice President for Student Development has final authority.
• Only the advisor or the president of an organization may file an appeal on behalf of the organization.
• During the hearing, the organization may have its advisor present.

**Official Summons**
Students neglecting to answer a student conduct hearing summons within three days of the summons will receive a second summons and may be found in violation of the failure to comply with the policy. If students do not answer the second summons, a decision regarding alleged violation and sanctions will be made without the student’s presence. Failure to complete sanctions may result in additional sanctions, including a fine.

**Jurisdiction**
Students are responsible for their own personal safety while engaged in off-campus activities. Students are urged to report any criminal activity that occurs to the local police, Campus Security, Assistant Dean of Students or Vice President for Student Development. Any student engaged in crime or activity contrary to regulations and policies outlined in the Student Handbook off-campus may be subject to University student conduct processes and sanctions.

**Student Conduct Sanctions**
Briar Cliff University specifies standards of conduct that the University expects all students to know and to uphold. Violence, destruction of property, all forms of harassment, discrimination, and threatening behaviors are unwanted and out of place at Briar Cliff. The University will make a strong, immediate response to these behaviors.

Briar Cliff University does not specify detailed sets of rules governing student conduct. However, Briar Cliff University will administer whatever disciplinary action necessary toward the goal of enhancing the overall good of individual students and the community. The University maintains the right to fine, to assign work, to discontinue scholarships or privileges, to require treatment or rehabilitation, to exclude from the residence halls, to temporarily suspend or permanently dismiss students from the University. Students may receive one or more sanctions for violating community living standards.

**Campus Work**
Students or groups may receive work assignments for violating campus regulations or as restitution for loss or damage caused.

**Community Restitution**
Students or groups may be required to complete a community service assignment.

Counseling or Rehabilitation
Students may be required to meet with a counselor for a specified period of time or engage in other types of medical treatment or rehabilitation.

Fines
Students or group fines may be levied for actions contrary to University policy. Alcohol fines are used for materials and programming related to alcohol education. Damage fines cover the cost of repair and/or replacement. Other fines are used for materials and programming related to student wellness.

Educational Sanction
Any project assigned to a student with the intent to enlighten, educate, and reflect on the violation(s), including essays, presentations, signs, apology letters, and other such activities.

Restitution
Students or groups may be required to reimburse the University or individuals for repair or replacement expenses.

Official Warning
A student or group may be given an official warning by the University. The student or group is informed about the seriousness of their conduct and is cautioned that future misconduct will result in further disciplinary action. Written notification is given to the student or group. A copy of the letter is placed in the student’s confidential file in the Student Development Office.

Disciplinary Probation
A student or group may be given disciplinary probation by the University. Disciplinary probation may include exclusion from participation in some or all activities for a specified time. A student on disciplinary probation may be excluded from representing the University in any official manner. Violation of University regulations during the probation is grounds for further disciplinary action. Written notification is given to the student. A copy of the letter is placed in the student’s confidential conduct file in the Student Development Office.

Housing Probation
A student may be placed on student housing probation by the University. Major or consistent rule violations or a pattern of disregard for the rights of others may result in student housing
probation. A student who is on housing probation loses specified privileges as pertains to student housing up to and including living in campus housing for a specified time. Written notification is given to the student. A copy of the letter is placed in the student’s confidential conduct file in the Student Development Office.

Dismissal from Housing
A student whose behavior is detrimental to community living may be required to withdraw from campus residency. Loss of residency also means the student loses visitation privileges in the residence halls. Written notification is given to the student. A copy of the letter is placed in the student’s confidential conduct file in the Student Development Office.

Suspension
A student may be suspended from any or all activities on campus, including class attendance. The suspended student may not take part in any activities he/she is suspended from or may not be on campus for any reason without permission from the Vice President for Student Development or Assistant Dean of Students. Failure to follow suspension guidelines as defined is cause for further disciplinary action. Faculty members have the option of providing students who have been suspended the opportunity to make up missed requirements. Written notification is given to the student. A copy of the letter is placed in the student’s confidential conduct file in the Student Development Office.

Dismissal
The student is dismissed from the University. The dismissal action may be permanent, may involve a specified time, or may remain indefinite, subject to reconsideration at a later date. A grade of W (withdrawal) will be recorded for each course on the official university record. Written notification is given to the student. A copy of the letter is placed in the student’s confidential conduct file in the Student Development Office. A notification is made on the permanent record in the Registrar’s Office. Unless otherwise stipulated, all dismissal sanctions include a ban from campus.

STUDENT GRIEVANCE PROCEDURES
To support its commitment to equity and due process, Briar Cliff establishes the following procedures for addressing student grievances. Students always maintain the right to seek legal recourse in public courts of law.
A grievance constitutes a formal complaint contesting the perceived injustice of a specific action or judgment imposed directly upon the grievant(s) by a Briar Cliff official or an officially sponsored University organization.

Note: Grievance Procedures are not avenues for appealing disciplinary sanctions. Nor are the grievance procedures proper arenas for contesting the wisdom of a specific University policy.

**Briar Cliff Students May File Three Types of Grievances:**

**Academic Issues:** Regarding course grades, academic practices, or academic integrity.

**Administrative Issues:** Regarding application of college policies; decisions pertaining to Briar Cliff’s co-curricular program; and decisions regarding student records, rights, financial matters, and campus employment.

**Discrimination Issues:** Regarding unjustified or unlawful discrimination in the areas of race, color, religion, national origin, gender, sexual affinity, age, handicap or disability, status as a Vietnam-era or special disabled veteran, or Title IX compliance.

**For Grievances Regarding Academic Issues**

**Appealing Grades:** Students wishing to appeal grades or other academic practices (excluding academic integrity issues) should follow these procedures:

1. Discuss the concern with the faculty member involved. If not resolved,
2. Appeal to the program director in writing within three working days of discussing the grievance with the faculty member. Include in the written document circumstances of the grievance, specific concerns, and a proposed remedy. The student is notified in writing of the program director’s decision. If not resolved,
3. If the program director is not also the department chairperson, appeal to the department chairperson in writing within three working days of discussing the grievance with the faculty member. Include in the written document circumstances of the grievance, specific concerns, and a proposed remedy. The student is notified in writing of the department chairperson’s decision. If not resolved,
4. Appeal to the Vice President for Academic Affairs in writing within three working days of notification by the chairperson. Include in the written document circumstances of the grievance, specific concerns, and a possible remedy. The student is notified in writing of the Vice President for Academic Affairs’ decision.
5. In all cases, the decision of the Vice President for Academic Affairs is final.
For Grievances Regarding Administrative Issues and Discrimination Issues
The student should approach the person he/she perceives to be responsible for the offense in order to work out a solution. If the grievance remains unresolved after five working days, the student then may bring the issue to the immediate supervisor of the person against whom the grievance is being made.

If the grievance remains unresolved after 10 working days, the student through the Vice President for Student Development may ask in writing that a hearing be convened to evaluate the merits of the grievance. The Vice President for Student Development will appoint a three-person Grievance Board, consisting of one faculty member, one administrator and one student to review the grievance. The student’s concisely written request should include the substance of the grievance, the avenues that already have been pursued, and the specific relief desired.

At the earliest possible date and within 15 working days of the receipt of the student’s written request, the Grievance Board will inform both the grievant and the respondent in writing of the committee’s decision to conduct or not conduct a formal hearing.

If Grievance Board members believe that the grievance has sufficient merit to conduct a formal hearing, they will send letters to the grievant and respondent outlining the specific grievance and suggesting a timeline for the proceedings. Any schedule must consider the time constraints inherent within or between semesters. All parties will receive written allegations. Respondents may waive the right to attend the proceedings of the Grievance Board.

Grievance Board Composition
Members of the Grievance Board should excuse themselves from participation in a formal hearing of a student grievance, if they have any conflicting interests. All members of the Grievance Board are subject to the approval of both parties in the grievance.

Board Processes
Throughout all proceedings, the Student Grievance Board must maintain utmost concern for the dignity, safety, and comfort of all parties involved in the process. Both the grievant and the respondent may seek counsel from any member of the Briar Cliff community, excluding those serving on the Board. The hearing itself is closed. Each party may invite one member from the Briar Cliff faculty, administration, or student body to attend the meeting with them. This person may provide counsel but may not speak for the grievant. Each Grievance Board must choose
specific procedures for how it will deal with the presentation of evidence, witnesses, and cross examination. The “Preponderance of the Evidence” will be the standard of proof throughout the proceedings. The Grievance Board will ensure that both parties have access to all the evidence being presented and sufficient time to examine it. The Student Grievance Board should strive for consensus but may settle the case by majority vote. Proceedings and resolutions of the Board must remain confidential unless both parties agree in writing to release the information. In all cases, the decision of the Grievance Board is the final action in the Briar Cliff Grievance Procedure.

GUIDELINES FOR COMPUTER USAGE

It is the intent of Briar Cliff University to provide a quality technological environment for the University community in which certain standards are observed. Use of University technology resources is a privilege not a right. Use of the technology resources is limited to purposes related to the University’s mission of education. Certain responsibilities accompany that privilege and understanding them is important for all computer users.

Use of technology resources is contingent upon compliance with University policies and standards and all governing federal, state and local laws and regulations. All Briar Cliff University students, faculty, administrators, staff, and guest users, authorized to use Briar Cliff University computing facilities and services, are responsible for reading, understanding and complying with this policy.

All users of the University computer resources must agree to use the resources legally and ethically. Anyone who uses the technology services agrees to comply with the expectations outlined. The policies in this code apply to all hardware and software that make use of University resources, regardless of who owns the equipment or programs.

Requirements for Use of University Technology Resources

Users Must:
- Comply with the following Acceptable Use Policy
- Understand and agree that use of Briar Cliff University technology resources indicates acceptance of the policy
- Understand that the use of a personally-owned computer that is on the Briar Cliff University network obligates the owner to comply with the Briar Cliff University Acceptable Use Policy
• Understand University computer facilities and electronic classrooms are established for educational purposes and those purposes must take priority

**Briar Cliff University Acceptable Use Policy**

The purpose of Briar Cliff University’s Information Technology resources is to support education, research and communication. The following activities are acceptable uses of this information technology environment:

- Instruction of Briar Cliff University classes
- Faculty and Student Research
- Class Assignments
- Official work of students, faculty, administration and staff, recognized student and campus organizations, and agencies of the University
- Electronic communication that supports instruction, research, or official work of students, faculty, administration, and staff
- Personal use by authorized users that does not interrupt or diminish access to resources for other users and does not violate any applicable law, regulation or University policy

It is a violation of the Briar Cliff University Acceptable Use Policy to engage in any of the following behaviors:

- Violate Copyright Law in any manner, including but not limited to, downloading copyrighted audio, video, graphics or text materials from the Internet without proof of proper licensing arrangements. Computer software must be used in accordance with license agreements, whether it is licensed to the University or to the individual.
- Use another person’s account or PIN number or give your password, PIN number or identification to another person for the purpose of gaining access to a University owned computer, network or database resource. Users are responsible for safeguarding their identifications and passwords. Each user is responsible for all transactions made under the authorization of his or her ID and password.
- Access a file on a University-owned computer or network without the permission of the owner, to copy, rename, modify, or examine it, or to change file protection or visibility. Lack of protection on a file does not imply right of access.
- Interrupt or inhibit the access of others to Briar Cliff University technology resources by actions such as distributing computer viruses, worms, or bulk email. Current virus
scanning software is required for all student, faculty, administrators and staff networked computers.

• Operate a University-owned computer in a manner that is otherwise wasteful of any computing or network resource.
• Gain access to Briar Cliff University technology resources when one is no longer an eligible user.
• Employ a computer to annoy or harass other users; for example, to send obscene, abusive, or threatening mail or email.
• Misuse information accessed while performing work as a Briar Cliff University employee. Information stored on administrative computers and servers is confidential. Use or distribution of such information other than as authorized or assigned is prohibited by University policy and state and federal laws.
• Access or attempt to access the University’s administrative systems and records unless explicit permission has been granted by the data owner or their designee.
• Read, delete or in any way modify the University’s administrative system data without explicit permission; distribute, publish, or in any way make known any such data to unauthorized persons.
• Tamper with computers, printers or any other associated University-owned equipment.
• Remove, without authorization, computer equipment, disks, paper documentation, data, or other technology resources.
• Connect any device to the Briar Cliff network that may cause interference or disrupt operations (e.g., wireless access point or router).
• Unless prior arrangements are made with the Information Technology Center, student accounts will be deleted once they are no longer an actively registered student. Accounts will not be kept active for the sole purpose of saving email.
• All University members have the right to post news to publicly available posting areas such as the e-bulletin board on BCYou. Some posting areas may be moderated and subject to the limitations imposed by the moderator.

Computing Resources

The accidental or intentional introduction of a destructive program, such as a “virus,” can have serious consequences to the network. Users should be aware of the threat of viruses and use adequate protection against spreading them to their own machines. Any attempt to compromise the University computer security systems will not be tolerated.
Computing resources will be used in accordance with the high ethical standards of the University community. Examples of unethical use include:

- Violations of computer system security
- Unauthorized use of computer accounts, files and data, which do not belong to the User
- Unauthorized use of access codes assigned to others
- Violation of another user’s privacy

**Account Access**

No person may use or attempt to use any computer account other than his/her own assigned account. An account holder may not lend his/her account(s) to another user. Each Briar Cliff computer user is ultimately responsible for the use or misuse of his or her password protected accounts.

A user should only access or attempt to access files in his/her own accounts, files which have been made accessible to him/her, or files which have been made publicly accessible.

Any user who is eligible to view or change sensitive institutional data must maintain the appropriate confidentiality and security of that information, in accordance with University policies as well as state and federal laws. Users must not use their network security permissions to obtain sensitive information beyond what is directly related to their job assignments.

**Courtesy**

Abuse of University-owned public access computers and network resources may result in the suspension of privileges. In general, University-owned desktop and laptop computers, network resources, software, peripherals, and electronic mail will be used for academic or administrative purposes only. Illegal pornographic, threatening or nuisance messages are violations of the user’s pledge to use computing facilities ethically.

Proper use follows the same standards of common sense, courtesy and restraint in the consumption of shared resources that govern use of other public facilities. Proper use includes:

- Regular deletion of unneeded files from one’s accounts on servers.
- Refraining from overuse of information storage space, printing or processing capacity.
- Refraining from sharing accounts with ineligible parties (friends or relatives).
- Acquiring accounts for which you are ineligible.
• Refraining from the distribution of mass emails without proper authorization.

**Electronic Harassment**

Any harassment, threats, or intimidation through electronic media, including, but not limited to, cell phone, text message, social media, email, or any other form may be automatically referred to the Sioux City police for investigation and/or action.

**Sanctions**

These computing policies are endorsed by Briar Cliff University, the Information Technology Center, and the Student Government Association. The University may take disciplinary and/or legal action against any individual who violates any computing policies. This action could include temporary or permanent suspension of the individual’s privileges to all or part of the University computing facilities, temporary suspension or permanent separation from the University. Illegal acts involving Briar Cliff computing resources may also be subject to prosecution by state and federal authorities.

**Privacy**

Briar Cliff University seeks to protect computer-based information, recognized as a primary administrative, educational and research asset, from accidental or intentional unauthorized modification, misuse, destruction, disruption, or disclosure. In support of its effort to protect the integrity of its computing systems, workstations, networks, lab facilities, etc., the University has the right to monitor its computing facilities.

Briar Cliff University has an obligation to respect the privacy of a user’s network account, files, electronic mail, and network transmissions to the best of its ability. With reasonable cause, BCU has the right to monitor any and all aspects of a system, including individual login sessions to determine if a user is acting in violation of the policies set forth in this document or as stated by law.

**Liability**

Briar Cliff University hereby expressly and explicitly disclaims any liability and/or responsibility for violations of the policy stated above. Briar Cliff University does not warrant that the function or services performed by users or that the information contained on the University’s technology resources will be kept confidential, meet the users requirements or that the resources will be uninterrupted or error free or that defects will be corrected.
ACADEMICS
The University catalog contains all polices and requirements of Briar Cliff’s academic programs. Check the University catalog for specific information regarding majors; academic status; internships; adding, dropping or withdrawing from classes; transfer credit; conditional admission; good academic standing; academic probation; academic dismissal; and, degree requirements for all programs.

ACADEMIC INTEGRITY
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, 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:

• Obtaining, disseminating or using unauthorized materials 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 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;
• Plagiarism: the representation of another’s ideas, statements or data as one’s own. Plagiarism includes copying, paraphrasing or summarizing another’s work (even if that work is found on the Internet) without proper acknowledgment (footnotes, in-text credit, quotation marks, etc.). For a more detailed explanation of what constitutes plagiarism and how to avoid it, refer to The Little Brown Handbook, available in the University bookstore and Bishop Mueller Library.

The policy of Briar Cliff University is that for an individual’s first offense, the student’s instructor or work supervisor will determine an appropriate penalty, with a possible penalty of “F” for the course or termination of employment. For a second offense, the instructor or supervisor and

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the vice president for academic affairs will determine an appropriate penalty, up to and including dismissal from the University. For an offense after the second, the vice president for academic affairs will determine an appropriate penalty, up to and including dismissal from the University. Depending on the nature and severity of the offense, the University reserves the authority to exact maximum penalty even in the case of a first offense.

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 10 working days, file a written intent to appeal, first 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 department chairperson, 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 department chairperson, if applicable. If the instructor is both the program director and the department chairperson, 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, department chair 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.

In order 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.

**MILITARY DUTY**

Briar Cliff pledges full support to students called to active military duty in service to the United States.

**Academic**

If students are called to active duty within an academic semester, Briar Cliff will arrange for them to:

- Complete courses for which they are registered at an accelerated pace;
- Receive “N” grades so that these courses can be completed at the conclusion of active duty; or
- Withdraw with a grade of “w” from one or more of the courses for which they are registered.

**Student Charges**

Student will receive a full refund of tuition and fee charges for the academic semester in which they are called to active duty. Room and board charges will be refunded based on the percentage of semester completed.

**Campus Jobs**

Return of campus jobs will be guaranteed to students upon conclusion of their active duty.

**ATHLETICS**

Briar Cliff pledges its support to work with the NAIA to restore a full season of athletic eligibility to any student-athlete who was unable to complete an athletic season because of the call to active duty.
SECTION VIII:
SCHOOL OF
GRADUATE STUDIES
POLICIES
APPLICATION PROCESS TO GRADUATE PROGRAMS

The Office of Admissions at Briar Cliff University administers the application process for graduate programs. Each graduate department determines eligibility and acceptance for the program. When the Office of Admissions receives an application and all proper documentation, the applicant will be sent an acknowledgement that these items have been received. The respective graduate department will review all applications, determine acceptance and notify applicants of their status. Each graduate department may opt to have admissions deadlines, as well as interviews. All applicants who meet the minimal admissions requirements will be approved for the pool of the specified graduate program. From this pool of approved applicants, those who (a) best exemplify the admission requirements, and (b) are most likely to benefit from the program, will be admitted until the program is full. Once the program is full, the approved applicant may be placed on a waiting list.

Before a decision is made regarding admission to the graduate program, the following must be received by the Office of Admissions, unless a centralized application system is utilized by the Department:

- One copy of the formal application for admission.
- A minimum cumulative grade point average (GPA) of 3.0 (on a 4 point scale) from the undergraduate program from which one received his/her degree.
- An official transcript from all prior undergraduate and graduate study documenting a baccalaureate degree from an accredited program.
- Two letters of reference/recommendation from individuals within the profession.
- A $35.00 non-refundable application fee, which must accompany the application (waived for Briar Cliff alumni).

Additional admission requirements may be made by each graduate program.

TRANSFERABLE CREDITS

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 and have been completed within five years of acceptance into the program.

Courses taken from a non-accredited institution will not be accepted.
ADMISSIONS PROCESS

• Once an applicant’s application folder is complete, the file will be transferred to the office of the graduate program.
• Each graduate program will determine and publish the mode for evaluating applications, including whether or not interviews will be part of the process, as well as the maximum number to be admitted, waiting list procedures, and application deadlines.
• Notification of admission to the graduate program is made by the respective department. After the department notifies the applicant of admission to the graduate program, the student will have a defined amount of time to accept or decline admission to the program. If accepting admissions, the student must pay a $250 non-refundable deposit that will be applied to the tuition for the first semester. Upon accepting placement and paying the deposit, the student will receive a packet of required documents to complete and return. Students must return the completed paperwork prior to starting classes. Students may be required to complete background checks and/or drug screens based on the graduate program and/or clinical placements. Outcomes of these tests may affect the admission status for the applicant.

CONDITIONAL ACCEPTANCE
An applicant may be conditionally accepted to a program if he/she has not completed all prerequisite requirements, completed department specific requirements, etc. All conditional requirements must be completed, with appropriate documentation provided, prior to starting the program.

If the applicant does not meet the minimum grade point average (GPA) requirements, but meets all other requirements, the applicant may be conditionally approved for admission to the program. In order to continue enrollment, the student must achieve a 3.0 grade point average on a 4.0 scale for the first semester of courses. The student will then change to regular acceptance status and be allowed to register for additional courses in the program.

HEALTH STATUS
A health appraisal may be required for certain graduate programs. For those programs, a completed Briar Cliff University health form must be on file in the health office prior to beginning the program. It is the policy of Briar Cliff University not to admit to these program
any applicant whose health, in the judgment of the University, might impair the ability to render safe care.

The student may also be required to submit a record of immunizations, including a second MMR if the student was born after 1957. Certain graduate departments may require that students who have not had clinical evidence of chicken pox receive the Varicella vaccine and/or titer. Students may also be required to submit validation of a Hepatitis B vaccine or sign a waiver releasing the agency and Briar Cliff University of responsibility prior to beginning clinical experiences. Additional requirements for certain graduate programs include a Mantoux Test (TB) or report of chest X-ray, which should be submitted at admission to the major and every year prior to beginning the clinical experience. If the Mantoux is positive, the student must be followed up by a physician. Students may not progress within the program and/or clinical courses unless appropriate tests and vaccinations are completed.

Additionally, various graduate programs may have essential functions and technical standards which students must meet in order to progress in the respective program.

**BACKGROUND CHECK**

In order to maintain the highest standards possible and protect the safety of the public, certain graduate programs may institute a mandatory background check. Students participating in programs that require such checks will be required to submit data for a certified background check at their expense. Individual departments will determine the type of background check that must be completed and when they must be completed by. Students each have confidential access to the results of their own background check status, but will be reviewed by each graduate program. Should there be a negative background check finding, the department will determine if a student is eligible to participate in the program and/or clinical courses. Eligibility is based on the nature of the finding, clinical site requirements, and licensure board rules. Students may submit an appeal and supply additional data that may be of benefit. Appeal decisions will be judged on documented factual issues. Students may be dismissed from the program in which they are enrolled for not being truthful on an application and/or a negative finding before or during the program of study.

**HEALTH INSURANCE**

All students carrying nine or more credit hours on the Briar Cliff University campus are required to carry health insurance. Coverage may be through the student’s parents or through insurance
students carry on their own. Policy information is requested during the validation process and is maintained as a part of the student’s university record.

**ADDITIONAL CERTIFICATIONS**

A certain graduate programs may require additional certifications or trainings prior to matriculation into the program. This may include, but is not limited to completion of training for child and dependent adult mandatory reporters, as well as CPR and AED for the Health Care Provider Certification. Students participating in programs that require such trainings must do so at their own expense.

**FINANCIAL INFORMATION**

**TUITION**

Tuition is subject to change annually for each graduate program.

**FEES**

- $35.00  Non-refundable application fee (waived for Briar Cliff alumni)
- $50.00  Non-refundable graduation fee

Additional fees may be set by each graduate program, including, but not limited to: library/technology, audit, clinical/practicum, books, other required materials, placement services, and transcripts. Fees are subject to annual change.

**PAYMENT**

Briar Cliff’s payment policy requires all charges to be paid by the date shown on the billing statement. Checks and money orders should be made payable to Briar Cliff University. To assist students in meeting their financial obligations, a wide range of financial aid options are available.

Accounts not paid in full by the date shown on the billing statement will be assessed a late-payment charge. Unpaid account balances are subject to a one (1) percent per month late-payment charge. Before registering for a new semester students must have accounts current.

All charges are subject to change at the beginning of any semester or on 30 days’ notice. Briar Cliff will not be responsible for money or valuables. Textbooks and other supplies are sold on a cash basis in the University bookstore.
FINANCIAL ASSISTANCE
In efforts to help reap the rewards of a quality education, Briar Cliff provides a full range of financial aid resources. Please refer to the Briar Cliff University Catalog for a more detailed account of financial assistance available and resources to contact.

Assistance may be applied for by completing the Free Application for Federal Student Aid (FAFSA) and listing Briar Cliff University’s Title IV School Code 001846. This allows students the opportunity to be considered for federal financial aid. The federal financial aid programs BCU has available to students include:
  Federal Stafford Loan
  Federal Perkins Loan
  Federal Work Study

Guidance for applying for graduate-specific grants and scholarships is available from the Program Director or Advisor. Students who have questions regarding the financial aid process can contact the Department of Financial Aid at 1-800-662-3303, ext. 5239 or 712-279-5239.

REFUNDS
If a student totally 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 60% completion date of the semester.
  • Withdrawal after the 60% 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.

PROGRESSION REQUIREMENTS

DEVELOPMENT OF A PLAN OF STUDY
At the time of admission, the graduate student is assigned an academic advisor. The student should make an appointment to meet the academic advisor in order to become acquainted and to determine the student’s plan of study.

**ACADEMIC ADVISING**
Once admitted, the graduate student will meet with their assigned academic advisor who will serve as the academic advisor until graduation. Each student should meet with his/her respective academic advisor at least once each semester to discuss professional behavior and progression within the graduate program; more frequent meetings may be required by the advisor and/or department. Students should submit to their advisor the signed form at the front of this handbook denoting that they have read and understand what has been presented in the handbook.

**PLAN OF STUDY CHANGES**
Any change in an approved plan of study is to be initiated by the student in consultation with the academic advisor. The student and the academic advisor will fill out the Change of Plan of Study Form and submit the form to the Director of the respective graduate program. The Graduate Program Director will review the form and inform the student and the advisor of its acceptance or rejection. This must be adhered to even in the substitution of courses.

**PROGRAM LENGTH/ TIME LIMITS**
Once admitted, graduate students has a specified number of years, as determined by each program, in which to complete the program. Should the completion be delayed beyond this time, initial coursework will be outdated and will require update in order to apply towards fulfilling degree requirements.

**OUTDATED COURSES ON PLAN OF STUDY**
Courses on the Plan of Study taken 6 years prior to the completion of the graduate degree are considered outdated unless they have been used for another degree. Students may petition to update courses, but may only update 50% of the total coursework. Such petitions begin with the department in which the course is now being offered. The student must obtain documentation from that department verifying that her/his knowledge is current. If the course is to appear on the Plan of Study for the student, approval from the respective Graduate School Director is required.

**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 semester of the update, the student initiates the process with her/his academic advisor. The advisor will notify the current instructor of the course needing updating at the student’s request.
- The advisor 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 complete arrangements the semester preceding the update. Delay in arrangements may result in delaying the updating process, as the agreement is based on time and faculty assignment in that particular semester.

It is the responsibility of the instructor to determine the requirements for a successful update, based on the current course requirements.

**Course Offerings**
Graduate program courses will be offered as adequate enrollment, faculty, and available resources permit. Due to conditions beyond the control of Briar Cliff University, the School of Graduate Education reserves the right to modify, consolidate, or cancel courses. Graduate study may include required activities on campus and in off-campus locations for degree completion.

**Grade Point Average**
Students must earn a cumulative grade point average of at least 3.0 on a 4.0 scale. Students whose GPA falls below 3.0 at any time during the program will be placed on academic probation and are subject to dismissal from the program if the GPA does not return to a 3.0 at the end of the next semester of coursework. Students must have a cumulative GPA of 3.0 in order to graduate.

**Grading**
A student may receive a grade of “C+,” “C,” or “C-“ in only two core courses; 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 is dismissed from the program. A student who needs to retake a failed course may be enrolled in the course on a spaced available basis. The course may be taken at another college or
university, up to a total of 9 transferable credits, but the course should be approved for the appropriateness of the transferability by the program director prior to enrolling in the course. Specific programs may have additional grade requirements for core, specialty, and clinical courses.

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

<table>
<thead>
<tr>
<th>Grade Rating</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>4.00</td>
</tr>
<tr>
<td>B+</td>
<td>3.67</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
</tr>
<tr>
<td>B-</td>
<td>3.00</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>C-</td>
<td>2.00</td>
</tr>
<tr>
<td>D+</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>F</td>
<td>1.33</td>
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<tr>
<td>F</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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. The grade is typically used for internships and field experiences. 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 the 70% point of the course. If they do so after the 70% point, they will earn a grade of “F,” unless they are completely withdrawing from the university.
The mark “X” signifies that a student has audited a class. No credit is earned when a class is audited. Students should consult with faculty members before registering to audit a class in order to determine the expectation member may have of an auditing student. Full-time students may audit a course without additional charge. A student must register to audit prior to attending the course.

Grades are available through the BCYOU Student Portal on the Briar Cliff University web page (www.briarcliff.edu).

**Repeated Courses**
All courses taken appear on the student’s academic record, but when a course is repeated, only the most recent grade is calculated into the cumulative GPA. Students may repeat one failed graduate course with permission. Upon failing a second graduate course or failing a graduate course twice, the student is dismissed from the program. A student who needs to retake a failed course is re-enrolled in the course on a spaced available basis.

**Dropping a Course**
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 certain graduate programs require that students pass certain courses prior to progressing in the program.

**Dismissal from the Program**
A student may be dismissed from the program at any time for failure to meet the program’s standards of academic performance and progress. A student may be denied admission or be dismissed from the program for such things as:
- Poor academic performance,
- Conduct which violates the ethical or professional standards of the program.

**Graduation**
Students must have a minimum overall GPA of 3.0 and have completed the plan of study to satisfaction within six years of the student’s initial admission into the program. Various graduate programs may also have other requirements for graduation, including, but not limited to a scholarly paper, defense, oral, written, and/or practical cumulative examination.
**INTENT TO GRADUATE**

The student must file an “Application for Graduation” form with the Registrar’s Office in the semester prior to intended graduation. Graduation requirements will be determined by the respective graduate departments.

**PROFESSIONAL BEHAVIOR**

All graduate students are expected to adhere to the professional documents that guide their profession. Failure to adhere to the standards of professional behavior while a registered student in the program can lead to dismissal from the program. This includes, but is not limited to unethical, dishonest, and illegal conduct.

**IN THE CLASSROOM**

If a student’s behavior in a course is considered to be unsafe or disruptive by the faculty member, it is the responsibility of the faculty member to inform the student of the unsafe or disruptive behavior as soon as possible and provide guidance and direction for improvement. Should a student’s behavior continue to be unsafe or disruptive, the faculty member has the right to remove the student from the course. The student must be informed of reason for removal, and must be presented with a written learning contract within two working days. The written learning contract must include:

- A description of the unsafe behavior.
- The criteria that must be met for return to the classroom/lab area
- The date by which the criteria must be met
- The consequences of not meeting the criteria by the due date.

The written learning contract is signed by the faculty member and the student, and a copy is forwarded to the Graduate Program Director. The student is accountable for the terms of the contract.

**UNSAFE OR UNACCEPTABLE BEHAVIOR DURING CLINICAL COURSES/PROFESSIONAL EXPERIENCES**

If a student’s behavior is considered to be unsafe in the clinical setting, it is the responsibility of the faculty to talk with the student about the behavior and to provide guidance and direction for improvement. The guidance may include a learning contract. The following are examples of
unsafe or unacceptable performance. However, this is not an inclusive list, and the final determination of unsafe behavior is based on the faculty member’s professional judgment:

- Inability to complete care within the established time frame.
- Inappropriate or untimely communication.
- Evidence of behaviors that reflect an impaired state.
- Evidence of inadequate preparation for clinical activities.
- Incorrect or inadequate assessment or intervention.
- Failure to follow dress code guidelines.
- Dishonesty.
- Failure to arrive on time for clinical activities.

In consideration of faculty guidance, should a student’s behavior continue to be unsafe in a clinical course and the student has chosen not to drop the course, the faculty member can choose to remove the student from the clinical area. The faculty should advise the student that they will fail the course; however, the student has ultimate responsibility to drop the course.

Please refer to specific graduate department handbooks for further information about expectations.

**Behavior on University Related Trips**

Behavior during University related trips reflects on the University, the School, the Department, and yourselves. Professional behavior is expected at all times. Students will respect the property and personal rights of others in all lodging, eating, meeting, and educational facilities. If a faculty member witnesses inappropriate behaviors on trips, they are obligated to submit a written report to the department chair on such behavior, which may result in departmental disciplinary action and/or dismissal.

**Changes in Professional Status**

It is the responsibility of the student to notify the respective graduate department of any changes in the status in the background check or potential licensure status as soon as possible.

**Class Absences**

Attendance at all classes is a university expectation. All students are held accountable for attaining the course outcome criteria despite absences. Although individual departments may have additional standards, the norm is that students are required to notify the course professor.
of all absences prior to the absence or immediately thereafter, in the case of an emergency. Students hold the responsibility for making up missed content and are required to submit proposed plans to make up the missed class activities no later than the next class period unless granted special permission in writing from the course professor. Individual instructors have the right to decide if graded activities that occurred during class may be made up. Online course expectations will be set out in the syllabi.

There are activities that are regarded by individual graduate departments as approved events for excused absences from classes, labs, or practicum. In order to be an excused absence, students must be attending these events either in conjunction with their participation in a professional organization, as a class assignment, or as a professional board or committee member. Students must arrange in advance with the course faculty member to request an excused absence from class and/or lab or practicum experience to attend approved events. The student is responsible for any missed course content.

**ACADEMIC INTEGRITY**
Honesty is highly valued at Briar Cliff University. You must always submit work that represents your original words or ideas. If any works or ideas used in a class posting or assignment submission do not represent your original work or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Works or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Please see the Academic policy section of Briar Cliff University’s Student Handbook more information about academic integrity, including consequences of academic dishonesty.

**SCHOLARSHIP INTEGRITY**
Students must adhere to integrity standards that pertain to research, including, but not limited to, proper submission and updates to Institutional Review Boards, obtaining proper informed consent, ethical treatment of subjects, appropriate record retention, upholding confidentiality, and appropriate dissemination of findings. Failure to do so may result in consequences up to and including expulsion from the program.

**GRIEVANCE PROCEDURES**

**APPEALING GRADES**
Please refer to Briar Cliff University’s Student Grievance Procedures above.

**GRIEVANCES OUTSIDE OF DUE PROCESS**
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. The written document should include circumstances of the grievance, specific concerns, and a possible remedy. The individual will be notified in writing of the Vice President for Academic Affairs’ decision. Complaints, supporting documents, and a copy of the decision, will be maintained by the Vice President for Academic Affairs.

**PROTECTIVE POLICIES**

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974**
Briar Cliff University is in full compliance with the federal law pertaining to student records. A complete statement of the Family Education Rights and Privacy Act of 1974 is available in the Office of Student Development. Please see the Student Records Section of Briar Cliff University’s Student Handbook above.

Students who request to release of information or letters of recommendation that include personally identifiable information from one’s educational record (GPA, grades, etc.) must provide a written and signed statement that gives authorization to a faculty member(s) to access and release information in one’s educational record. The document must specifically state what items may be accessed and shared (grades for all classes, grades for specific classes, GPA, class rank, etc.). This document will kept in the student’s permanent academic record.

**HUMAN SUBJECTS PROTECTION**
Various graduate students may be required to participate research involving human subjects, and faculty members are encouraged to make learning opportunities in research or service available to graduate students outside of class. The student’s involvement must be clearly outlines prior to the student being involved. Proposals should be submitted to the student’s primary project advisor by a designated date. If human subjects are involved in the project, the application must be sent to the appropriate Human Subjects Committee for approval. Data collection using human subjects cannot be initiated until approval from the committee has been received in writing. The project advisor will also help the student determine whether or not other approval are necessary before data collection begins.
Students who participate in any research involving human subjects are required to successfully complete a university or program approved training and obtain informed consent from individuals (or their guardians) who participate as subjects in research.

**Occupational Exposure to Blood Borne Pathogens**
If graduate students may be at risk for exposure to blood borne pathogens, students will be given instruction in precautionary and infection control measures prior to the students’ first contact with patients, clients, human tissue, blood products, and body fluids. This includes instructing students on what constitutes an exposure and the protocol to follow in the event of an exposure.

In the event of an occupational exposure to blood or body fluids, the student is responsible for immediately reporting the incident to a faculty member, supervisor, employee health, or infection control official, as well as following-up with an appropriate health care provider for post-exposure management. After care is provided, the student must document essential information and a report to the Program Director as soon as possible. The student is responsible for payment of all post-exposure testing and follow-up.

**Health Insurance Portability and Accountability Act (HIPAA)**
Various graduate students may be involved with electronic health care transactions and health data. Graduate students involved with activities that may fall under national standards of HIPAA must successfully complete a course to ensure competency of this information prior to any clinical activity. All students are expected to adhere to HIPAA standards in all settings. Failure to do so may result in disciplinary action up to and including dismissal.

**Additional Student Information**

**Identification Cards**
Students enrolled at Briar Cliff University are expected to carry a current student identification card. The card is the official university identification and may be used to gain admission to Briar Cliff University activities and facilities.

The card must be validated at the beginning of each year of enrollment at Briar Cliff by the Registrar’s office. Alteration of a Briar Cliff University identification card, except by university officials, is prohibited and will result in disciplinary action.
All students are held responsible for all uses of their card until its loss is reported in writing to the Registrar’s office. There will be a charge for replacing the card.

Lending this card or failure to present it when requested by authorized university personnel, i.e., student leaders, faculty members, or official members of the university staff, is in violation of university regulations and will result in disciplinary or legal action.

**PARKING**
For safety and security reasons, all cars parked on Briar Cliff property must have a valid parking permit. This includes students, faculty, staff, and visitors. Parking permits must be obtained from the Security Office (Ground Floor, Heelan Hall, 279-5430) at the time of orientation.

The responsibility of finding authorized parking spaces rests with the motor vehicle operator. Lack of a parking space, mechanical problems, or other disabilities are not considered valid excuses for failure to comply with these regulations.

Continuous violations of parking regulations as well as student vehicles found unregistered may result in referral by campus security for university disciplinary action. Frequent parking violators will be subject to towing or the application of the Denver Lock (boot) to their vehicle. The Security Office reserves the right to utilize these measures when deemed appropriate.

**LIBRARY SERVICES**
The Bishop Mueller Library is available for students on campus and by the World Wide Web.

**PHOTOCOPYING SERVICES**
Students are responsible for expenses of photocopying related to class presentations and other course assignments.

**STUDENT HEALTH CARE**
A registered nurse coordinates the health services. In addition, the nurse practitioner provides medical care during regularly scheduled hours on campus at no cost to the student. The Health Office provides educational programs and activities to encourage a healthy lifestyle. If a student is unable to see the nurse practitioner on campus, the nurse will assists the students in scheduling appointments with primary care providers off campus. The student may need to use insurance or pay an office fee.
Two excellent medical centers are in close proximity to the campus. Community health resources and a consulting staff of specialists are available through referral by the campus Health Office.

**TRAVEL**

Graduate students are responsible for their own transportation to class, labs and practicum placements. Unique assignments that involve group arrangements may be negotiated with the course professor. *Travel time does not count as clinical/practicum time and mileage will not be reimbursed.*

**USE OF UNIVERSITY VEHICLES**

Compliances with policies concerning the use of Briar Cliff University vehicles is critical. Violation of these policies will not be tolerated and could lead to those involved being dismissed from the program. Vehicles are for official use only. The driver must be a faculty member or students. Faculty, if present, command the vehicles and should be in possession of the keys.

A student driver is responsible for all aspects of the sentence when convicted of, or pleading guilty to, a traffic law violation. Passengers in the vehicle have a moral responsibility to help prevent traffic violations.

**INCLEMENT WEATHER**

If weather or another emergency warrants cancellation of classes, announcements will be made on local radio and television stations. An e-mail or text alert may also be sent out. When inclement weather interferes with scheduled class meetings because the University is closed, Department faculty may require students to make-up the lost time by attending evening or Saturday classes. On-campus classes should not be held if classes on the University are cancelled.

If a student is on an internship/preceptorship cancelation policies will be determined by the internship/preceptorship site, unless a program issues a universal cancellation.

**EMERGENCY PROCEDURES**

Fire evacuation and tornado emergency procedures are located in each building. Please review these procedures and discuss them with faculty if you have questions. Periodically there will be
emergency drills to review these safety procedures. Students are expected to follow instructions and participate in the drills.

**FACULTY OFFICE HOURS**
Each faculty member will post office hours specific to their schedule. Students are expected to schedule face-to-face appointments within the set office hours. If a student requires a meeting time different than the scheduled office hours, the faculty member will make every attempt to accommodate the needs of the student. However, the student must be mindful of faculty workload and other responsibilities.

**TRANSCRIPTS**
Transcripts can be obtained from the Registrar’s Office (provided all financial obligations to the university have been met) by completing the “Request for Transcript” form and paying the appropriate fee.

**COMMENCEMENT**
Candidates are urged to attend departmental, School, and University commencement exercises.

**OPPORTUNITIES FOR STUDENT PARTICIPATION IN DECISION-MAKING**
Briar Cliff University offers a number of ways in which graduate students can participate in the decision-making related to their respective graduate programs, such as sitting on committees, attending faculty meetings, and proving input related to program effectiveness and suggestions for change and improvement.

In order to evaluate the on-going effectiveness of teaching and learning in the graduate program, students are invited to participate in the assessment process at the completion of each course, at the end of the program, and as alumni. Student input is vital to continual quality improvement of the program. The feedback provided is utilized by faculty in an ongoing process of curriculum development and revision.

**DEPARTMENTAL STUDENT HANDBOOKS**
Graduate departments may have student handbooks with additional policies and/or policies that further define expectations set forth in this handbook. Students are expected to adhere to policies set forth in the University, School, and Departmental Student Handbooks.
SECTION IX: STUDENT RECRUITMENT, ADMISSIONS, RETENTION, GRADUATION
RECRUITMENT

The DPT Program will collaborate with the School of Graduate Studies, the Office of Enrollment Management, and University Relations and their marketing department for the purpose of direct and indirect recruitment. Due to the fact that 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 one of the duties of the Program Assistant 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 programs, college participating in high school recruitment days (Health Science Day), providing 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) in order to increase the visibility of the Program for prospective applicants, as well as elevate the profile of the Program with clinicians and throughout the community. A positive report with local clinicians who allow undergraduate students to shadow under them, as well as informing the public of current events associated with the DPT Program are good indirect marketing strategies.

For the purpose of identifying qualified candidates with proven record 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 in order to be guaranteed an interview. The guaranteeing of an interview does not guarantee admission into the cohort.

ADMISSIONS
Policies and Procedures related to Essential Functions may be found in Appendix A.

PREREQUISITES
The Program’s pre-requisite courses for admission meet and exceed, with regards to psychology, 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 pre-professional institutions with program development. The list of courses recommended by the council is consistent with information presented in a publication by Lake, et al\textsuperscript{1} and the prerequisites listed on PTCAS Course Prerequisites (http://www.ptcas.org/Coursework/). Additional rationale for the choice of these pre-requisite courses was obtained following close analysis of the pre-admission course requirements of other regionally accredited DPT Programs. Upon examination of the various sources, it was believed that these courses would provide the foundational knowledge for the foundational biomedical science, behavioral science, and evidence-based practice courses delivered in the first 2 semesters of the Program. Please see http://www.briarcliff.edu/doctor-of-physical-therapy/prerequisites/.

The Admissions Committee shall review the prerequisites courses prior to July 1 of each year and modify, as appropriate, based on assessment data, University requirements, and professional documents.

Reference:

**Special Considerations Related to Admissions:**

*Protection of Applicant Rights and Fairness during the Admissions Process:*

Throughout the admissions process, each applicant’s rights will be protected and procedures that meet the standards of due process will be applied equitably. All admission decisions will be based upon the strength of each applicant’s total “application profile” and in no way related to the applicant’s race, color, ethnicity, or religious affiliation, etc.

To ensure fairness in making decisions regarding admission, a procedure whereby a minimum of 3 different reviewers scoring each application, using a standardized scoring sheet, independent of the others will be used. Reviewers who know the applicant well enough that they cannot make a judgment without bias will make this known and recuse themselves from review of that particular application. This will reduce the potential for a potential conflict of interest. Once scoring has been completed by all 3 reviewers, the total score assigned to each application will be added culminating in a total combined score. The applicants with the highest combined scores will be offered an interview. Minimum standards for early interviews will be determined by the Admissions Committee on an annual basis prior to August 1 of each year. The number of interviews granted per interview cycle will be determined by the Admissions
Committee after each application deadline.

Following interviews, the scores assigned to each applicant will be added to the previous total for an ultimate total. During the early admissions cycle, the Admissions Committee can determine if they want to accept, defer acceptance and put the applicant in the pool of scores of the second round of interviews, or not accept an applicant. The decision not to accept an applicant may be due to professional behavior concerns, even if the applicant has a high overall score. It will be a majority vote of the Admissions Committee whether to accept, defer, or not accept an applicant.

For the second round of interviews, a similar procedure will be utilized, except that a decision on an applicant cannot be deferred. At that time the top scores to fill the class of 32 will be accepted, unless the Committee votes not to accept a top scoring applicant due to professionalism concerns. The Committee can also decide to accept less than 32 applicants due to the quality of applicants. Assuming 32 students are accepted, the other applicants, who the committee feels are appropriate for the program, will be paced on a prioritized waiting list that is based on each applicant’s total combined scores.

Applicants will be notified of the decision shortly after the time that the decision is made. Applicants will be provided with rationale from the Admissions Chair for the decision that was made, upon request. Those put on the waiting list will be told of their position on the waiting list. In order to maintain checks and balances, the Program Director will not be 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 in a locked cabinet in the Physical Therapy Department for up to one year. For those enrolled in the Program, applications and evaluation forms used to assess each applicant, will be maintained in the student’s file in a locked cabinet in the DPT Department. Admissions data will be published in aggregate with no identifiable student information provided. Admissions data will also be used in assessing Program outcomes and may be used in disseminated publications or presentations, without individual identifying information.

*International Student Admission:*
International students who will be graduating from a fully-accredited university 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 “Essential Functions” 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 in order 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. In addition, transcripts from a university outside of the United States must be evaluated by an independent transcript evaluation service in order to ensure compliance with University admission standards. World Education Services can be accessed at www.wes.org.

If accepted into the program, international students must be enrolled as full-time students. The American government requires that all foreign students are 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 in order 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 special 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 in order to transfer credits. The assumption is made that transfer students have maintained satisfactory academic progress at the time of admission. Transfer of 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 on an individual basis.

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 that are 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 of 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 in order to be offered a deferment. Notifications received after this time period 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 supportive documentation verifying the reason for the request (i.e. 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, however, from re-applying to the Program at any time in the future.

- 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.
Essential Functions
Please refer to Appendix A for essential function. 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 the person’s individual talents.

RETENTION & PROGRESSION
The DPT Program will make every effort to assist students in identifying and addressing specific deficits in knowledge, behavior, and skill. As an adult learner and in keeping with the learner-directed philosophy of the Program, it is ultimately 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 will occur both formally and informally. When deficits in student performance are observed by an academic or clinical faculty member or by the student’s academic advisor, the DPT Program will endeavor to provide timely assistance to support students in maintaining or returning the student to good academic standing within the Program. At the time in which a deficit in knowledge, skill, or behavior is identified, and upon consultation with the core faculty, the academic advisor and/or Program Director will invite the student to meet with the Progress and Conduct Committee. The Committee provides the primary mechanism by which the Program will develop a formalized plan, referred to as a learning contract, to assist students in addressing deficits that are identified throughout the Program. Upon meeting with the student and considering all factors related to the deficit that has been identified, the Committee will develop a learning contract and inform the full DPT core faculty of the parameters of the contract.

Each learning contract will vary 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 remediation that results in evidence that each deficit has been resolved. In addition to the departmental support services, students with identified deficits in knowledge, skill, or behavior may also be recommended an action plan in which additional University support and specific actions may be required of the student. In such cases, the full complement of University and Program support services are available to the student.

If a student behavior is found to be egregious, the student will 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 at a
later date. Egregious behaviors consist of any behavior in which the student knowingly disregards Program 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 handled 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 will not be allowed to continue within the Program. The decision to dismiss a student from the Program as a result of unsafe practice depends on the nature of the event and the student’s history of similar events. Each case will be handled on an individual basis 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.

**COURSE REGISTRATION:**
In order to appropriately progress in the DPT Program, student 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 or allow another person to register 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 Web site.

**GRADING**
A student may receive a grade of “C+,” “C,” or “C-” in only two core courses; 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 is dismissed from the program.

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

<table>
<thead>
<tr>
<th>Grade Rating</th>
<th>Rating</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
</tbody>
</table>
### Grade Point Average

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>Above Average</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>Below Average</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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 the scholarly project. 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 the 70% point of the course. If they do so after the 70% point, they will earn a grade of “F,” unless they are completely withdrawing from the university.

The mark “X” signifies that a student has audited a class. No credit is earned when a class is audited.

**Dropping a Course**

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.

**AUDITING POLICY:**
In order 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 in order to fulfill the requirements of the learning contract. Students should consult with faculty members before registering to audit a class in order to determine the expectation member may have of an auditing student. Full-time students may audit a course without additional charge. A student must register to audit prior to attending the course.

Students may also choose to gain exposure to an additional area of specialty practice by auditing an additional elective. No credit is earned for an audited course. The cost of auditing a course is based on University policies at the time one audits the course.

Furthermore, if a student has completed the same course at Briar Cliff University or has transferred in a similar course, the student may elect to audit the course with permission of the instructor.

**COURSE REPEAT POLICY:**
The course repeat policy allows for students to complete the requirements of a learning contract enabling them to continue in the Program. If a student fails to pass minimum expectation for a course, they will be placed on academic probation and a learning contract/action plan will be established by the DPT Progress and Conduct Committee, which may include the option for a student to repeat/delete a course. Per the School of Graduate Studies’ policies, when a student repeats a course, the most recent grade received is used in the calculation of the cumulative grade point average unless the student performs worse. In that case, the better of the two grades is counted toward cumulative grade point average.

In accordance with the policies of the School of Graduate Studies, and since each course within the DPT Program requires the successful completion of all prior coursework, a student may receive a grade of “C+,” “C,” or “C-“ in only two core courses. 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 is dismissed from the program. A student who needs to retake a failed course may be enrolled in the course on a spaced available basis. The course may be taken at another college or university, up to a total of 9 transferable credits, but the course should be approved for the appropriateness of the transferability by the Program Director prior to enrolling in the course. Students failing to pass a course with a grade of "C", or better will be unable to continue within the Program and must re-take and pass the course with a grade of "C" or better before progressing in the program. A student may only utilize the repeat/delete option one time throughout the Program.

**PROGRAM LENGTH/ TIME LIMITS**

Once admitted, 5 years in which to complete the program. Should the completion be delayed beyond this time, initial coursework will be outdated and will require update in order to apply towards fulfilling degree requirements.

**Outdated Courses on Plan of Study**

Courses on the Plan of Study taken 6 years prior to the completion of the graduate degree are considered outdated unless they have been used for another degree. Students may petition to update courses, but may only update 50% of the total coursework. Such petitions begin with the department in which the course is now being offered. The student must obtain documentation from that department verifying that her/his knowledge is current. If the course is to appear on the Plan of Study for the student, approval from Program Director is required.

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 semester of the update, the student initiates the process with her/his academic advisor. The advisor will notify the current instructor of the course needing updating at the student’s request.
- The advisor 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 complete arrangements the semester preceding the update. Delay in arrangements may result in delaying the updating process, as the agreement is based on time and faculty assignment in that particular semester.
It is the responsibility of the instructor to determine the requirements for a successful update, based on the current course requirements.

**STUDENT NOTIFICATION OF ACADEMIC PERFORMANCE AND PROGRESS:**

DPT students will be notified of their academic and clinical performance and progress through both formal and informal means. The minimal expectation for communication to the student regarding their performance both academically and clinically is once at the conclusion of the course, at which time final grades are submitted. At the conclusion of each course, students will be issued a final grade by the Course Director, in accordance with the University grading system. This final grade will be added to the student’s permanent, official transcript. Assigned grades are consistent for all courses across the curriculum and will be included on each course syllabus. Students will receive a grade report at the conclusion of each semester from the Registrar’s Office. Informally, students may also be notified of their final grade in each class by the primary instructor via email, in Desire2Learn, or in person prior to the student viewing their unofficial transcript. In addition to notification of a student’s final grade in a course, students will also be notified of their grade on class assignments, written examinations, and practical examinations throughout each course. It is expected that grades on assignments and exams are communicated to students within one week of their completion, except with larger projects in which more time may be necessary. Grades on assignments and exams will be communicated confidentially to each student by the primary course instructor. Communication of grades may be done through email, Desire2Learn, telephone, or personal contact between the student and primary course instructor.

At a minimum, each student will be by the Progress and Conduct Committee each semester as to progress within the Program, including cognitive, affective, and behavioral. For students in which there are no concerns or a student has commendations, academic advisors will meet with the student and provide the positive feedback. Students who have failed to meet the academic and/or behavioral requirements of the Program at any point during or after a semester will be placed on probation. Students will be notified of this change in status from good to unsatisfactory standing with the Program through written notification from the Program Director. The student’s DPT faculty advisor will also be notified of the student’s change in status. In this written notification, the student will be apprised that he/she is on probation and asked to appear before the DPT Progress and Conduct Committee, who will be responsible for developing a written learning contract with the student. This document will contain specific measurable behavioral goals and will serve as a formal contract. The Committee or the academic advisor will review the document with the student and it will be signed by the Chair.
of the Committee, the student’s advisor, as well as the student, and placed in the student’s permanent file. If the student fails to fulfill the requirements of the learning contract, he or she will be dismissed from the Program. The student will receive written notification of his or her failure in fulfilling the requirements of the contract and will be asked to meet once again with the Progress and Conduct Committee after which the student will receive written notification of his/her dismissal from the Program. This written notice will be prepared by the Progress and Conduct Committee and will be placed in the student’s permanent file. If the student succeeds in meeting the requirements of the learning contract, he/she will be informed that he/she has been removed from probation and is currently in good academic standing and allowed to proceed within the Program.

Students who are struggling academically are encouraged and expected as adult learners to initiate contact with the primary course instructor or faculty advisor on an ongoing basis. A student who is experiencing academic difficulty throughout the curriculum, but not to point of probation, 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 his/her current academic status and negotiate with the student a plan to address these issues proactively, when possible. Students who are having consistent issues or those whom a primary course instructor or faculty advisor perceives as demonstrating the potential for not meeting course or Program requirements may be asked to appear before the Progress and Conduct Committee, at which time a learning contract may be developed to assist the student in addressing any issues. The Committee will maintain minutes of all student meetings and the faculty advisor will also document the interaction in the student’s advising file, which will ultimately be maintained in the student’s permanent academic file.

**Academic Integrity**

The Program’s Academic Integrity Policy is in alignment with the University’s policy. 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 will result in a failing grade on the assignment and penalties up to and including 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, 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:

- Obtaining, disseminating or using unauthorized materials 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 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;
- Plagiarism: the representation of another’s ideas, statements or data as one’s own. Plagiarism includes copying, paraphrasing or summarizing another’s work (even if that work is found on the Internet) without proper acknowledgment (footnotes, in-text credit, quotation marks, etc.). For a more detailed explanation of what constitutes plagiarism and how to avoid it, refer to The Little Brown Handbook, available in the University bookstore and Bishop Mueller Library.

The policy of Briar Cliff University is that for an individual’s first offense, the student’s instructor or work supervisor will determine an appropriate penalty, with a possible penalty of “F” for the course or termination of employment. For a second offense, the instructor or supervisor and the Vice President for Academic Affairs will determine an appropriate penalty, up to and including dismissal from the University. For an offense after the second, the Vice President for academic affairs will determine an appropriate penalty, up to and including dismissal from the University. Depending on the nature and severity of the offense, the University reserves the authority to exact maximum penalty even in the case of a first offense.

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 10 working days, file a written intent to appeal, first 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 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.

In order 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.

**Professional Behaviors**

The Program places a high priority on the development of student professional behaviors. This is evidenced in several ways throughout the Program and breaches in professional behavior, which may result in probation or dismissal. 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 dress appropriately for classroom and laboratory instruction and to be in professional attire whenever possible. Professional attire is defined as that which would be acceptable in a physical therapy clinical setting. Students are expected to be prompt for all scheduled activities. If a student is going to be late or will need to miss class or a scheduled event, the student is expected to call and notify the appropriate faculty member in advance. In alignment with work expectations, course instructors have the freedom to implement policies
for attendance and tardiness as they apply to individual courses. Such policies will be described in course syllabi which serve as the contract between the instructor and the student. When completing clinical experiences, students are expected to meet or exceed the expectations of the clinical setting with regard to professional attire, promptness, attendance, and completion of assigned tasks. Students who exhibit behaviors that are unprofessional may be required to meet with the Progress and Conduct Committee, who may recommend or require a specific learning contract. Students who do not comply with required contracts, who commit egregious acts, or who continue to display unprofessional behaviors may be dismissed from the program.

**Practical Examination Retakes:**
The Program has instituted a practical examination re-take policy which requires students to pass a practical exam within 2 re-take attempts (3 times total). 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 complete all practical examinations. If a student fails a practical exam, he/she will have a maximum of 2 re-takes. Students unable to pass the practical exam within 3 attempts will fail the Integrated Clinical Course in which the exam is required and will be unable to proceed through the curriculum. The following policies shall serve as the minimum requirement regarding the practical examination process in all courses throughout the curriculum:

- **Passing Score:** Although the primary course instructor may require a higher passing score, the minimum passing grade for all practical examinations within the DPT Program is an 80% without any safety concerns.
- **Maximum Re-examination Attempts:** If the student is not successful on the first attempt, a maximum of 2 re-examination attempts are allowed for each practical. If the student is not successful in passing a practical on the maximum number of allowable attempts for a course, a grade of “F” for both the practical exam and the course will be assigned. If a grade of “F” is received for the practical, and subsequently the course, the student will be unable to proceed through the curriculum and will, therefore, be placed on academic probation and will not be able to proceed through the Program until the student successfully passes the course the next time it is offered.
- **In preparation for a practical reexamination, the student is expected to seek assistance and develop a schedule for review.**
- **Practical reexaminations may be videotaped for review purposes and may be evaluated by an instructor different from the instructor who evaluated the first attempt.**
Students will take the comprehensive examination after the successful completion of all required didactic coursework as part of their integrated clinical correlations course. The same rules apply for the comprehensive examination. The purposes of the comprehensive examination are as follows:

- To determine students’ knowledge in all areas of content contained within the curriculum
- To determine students’ knowledge in all of 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 75% on the exam to graduate.

Each student must achieve a passing score on the examination to graduate.

**DPT Program Resources to Support Retention and Progression:**

**Orientation:**
Each summer, prior to the start of class, all DPT students will attend orientation. Orientation will be 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 will be assigned a faculty 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. Faculty advisors will provide mentoring and advising for students on an ongoing basis and will serve as an important resource for students. Faculty advisors will maintain the same advisees throughout their time in the Program. If a student wishes to be assigned a different advisor, approval must be granted by the Program Director, after consulting with all involved parties.

**Clinical education advising:**
All students will participate in clinical education advising with the DCE in order to develop an appropriate plan to meet all clinical education requirements, while attempting to meet the goals of the student.

**Scholarly project advising:**
All students will be assigned at least one scholarly project advisor based on the project and expertise of faculty. This advisor will guide the student through the scholarly process, including submitting to the IRB, if appropriate. The scholarly project advisor will ultimately decide when the student has met expectations to receive a passing grade.

**Learning Contracts:**
If students are in danger of not fulfilling academic or non-academic Program requirements or are currently not fulfilling the requirements of the DPT Program, a formal learning contract may be employed. Such contracts are designed to proactively curtail a student’s decline in performance, when possible, or to provide a strategy for assisting a student who is on probation to be restored to good academic standing.

**Progress and Conduct Committee:**
This committee is comprised of the DPT Program Director and Program core faculty and is convened at least once per semester, or on an as needed basis. The ARC may convene regarding issues of academic performance, professional behavior, or concerns over safety. The primary objective of the committee is to review current or pending issues related to the progress of students throughout the curriculum. The ARC will consider requests, make recommendations, and take action related to:
1.) academic rules, regulations, and performance,
2.) violations of student conduct, including issues of safety,
3.) student grievances, and the
4.) dismissal and 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. Such formal contracts will include specific measurable, behavioral objectives, expectations, responsibilities, and consequences. These learning contracts are designed to provide very specific expectations and objectives that may be used to guide progression and facilitate restoration of the student to good academic standing within the program or proactively to prevent the student from being dismissed from the program. Contracts may be developed to
address student performance in either the classroom or clinical practice environment, and may relate to issues regarding any of the Program requirements. Once established, the learning contract will be provided to the student in written form from the Chair of the Progress and Conduct Committee, in collaboration with the Academic Advisor, within 2 days of the Committee meeting. The Chair of the Committee, academic advisor, as well as the student, will indicate their acceptance of the terms of the contract by affixing their signatures to the printed document. An original signed copy of the learning contract will be maintained in the student’s permanent academic file. Three specific types of learning contracts may be established by the Committee to achieve these objectives:

- **An Education Plan** is a proactive contract between a student and the faculty. It may be written in the case where areas for improvement have been identified in either the classroom or clinical setting that could put a student at risk for not achieving Program expectations or requirements in the future.

- **Progression Plan** is an in-process contract between a student and the faculty when a student is currently not meeting expectations and requirements during the course of a semester.

- **Action Plan** is a retroactive 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 Probation. The action plan is designed to outline the specific tasks, requirements, and expectations that must be accomplished, including time frames, by the student in order 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 meeting regularly with academic or clinical faculty, among others. A student on probation will not be able to proceed within the curriculum unless he/she successfully executes the specific requirements that have been outlined in the action plan.

**Peer-Mentor Program:**
To aid in the transition of first year students into the DPT Program, a peer-mentor program will be enacted. The faculty will attempt to match each incoming student with a second and third year DPT student. The peer mentor program will attempt to contact incoming students before orientation and make plans to interact with them on an ongoing basis throughout the Program. The Program encourages incoming students to engage second and third year students as
mentors during their first year in the Program and into the future.

**Briar Cliff University Physical Therapy Alumni Association:**
Once accreditation has been achieved and the charter class has graduated, the Alumni Association will be established with the assistance of the DPT Program. This organization will be self-governed by electing officers who are alumni of the program. The purpose of the Alumni Association will be to provide support in various ways to the DPT Program. This will include guidance and support for the current students of the program. The Alumni Association will strive to become a valuable resource for past, present, and future students of the DPT Program at Briar Cliff University.

**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 the prescribed graduate credits (136 credits) and all required courses
- Successful completion of a scholarly project with a grade of “Pass”
- Successful completion of all practical examinations, including the comprehensive examination, with a 80%, or better throughout the curriculum
- Successful completion all clinical education experiences with a grade of “Pass”
- Achievement a cumulative GPA of 3.0 or better within six 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 in the semester prior to intended graduation.

**STUDENT PROBATION, WITHDRAW, DISMISSAL**
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 clinical education courses. A student may be placed on academic probation for the following reasons:
- A student whose cumulative GPA falls below a 3.0
- A student who earns a semester GPA below 3.0
- A student who earns a final grade of “C” in more than one course in the same semester
- A student who earns a final course grade that is below a “C” or “Pass,” thus indicating failure of the course. Students who receive a final course grade below a “C” or “P” will be required to re-take the course when it is next offered and will be unable to continue in the Program until they have successfully completed the course after which they will proceed through the Program a year later than anticipated.

Upon being placed on academic probation, the student will receive written notification from the Program Director that they are on probation and no longer in good academic standing and will be required to meet with the DPT Progress and Conduct Committee, at which time a learning contract will be developed.

A student will be dismissed from the DPT Program for the following academic reasons:
- One additional semester after being placed on probation, a student is unable to attain a cumulative GPA at or above a 3.0
- One additional semester after being placed on probation, a student earns a semester GPA below 3.0
- One additional semester after being placed on probation, a student earns a final grade of “C” in more than one course in the same semester
- A student who earns a final course grade that is below a “C” or “Pass” fails to earn a final course grade of “C”/“Pass”, or better, upon re-taking the course

A student who has been academically dismissed may write an appeal letter to the Program Director if extenuating circumstances warrant a review of the academic record. Appeal letters should include documentation of the extenuating circumstances and at least one letter of support from the advisor 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 who has been dismissed for academic reasons may petition for re-admittance into the Program.
A student may also be dismissed for unsafe practice by during lab or clinical experiences. All practical exams throughout the curriculum will 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 for failing the examination and/or the course. The Clinical Performance Instrument (CPI) and the Integrated Clinical Experience Form also include criteria related to safety. The Clinical Instructor and/or the CCCE is encouraged to contact the DCE immediately if an issue of safety arises with an affiliating student. Depending upon the nature of the issue, or in the case of repeated safety issues, a student may be at risk for failing the clinical education experience. During mid-term follow up and at the conclusion of each clinical education experience the DCE, or designated alternate, will obtain information regarding the student’s adherence to safe practice guidelines.

In addition to University policy, the DPT Program will recommend dismissal to the Vice President for Academic Affairs for the following non-academic reasons, especially if the student has not adhered to a learning contract:

- Students will attest to their ability to perform all of the criteria within the Program’s “Essential Functions” document with or without reasonable accommodations. Should a situation arise in which the student is unable to perform all criteria described in this document, he/she will be unable to continue in the Program.
- Misconduct outside of the Program that results in a felony conviction may make a student ineligible for licensure. Therefore, students who are convicted may be dismissed.
- Breaches in scientific misconduct, breaches in academic honesty, breaches in the Code of Ethics as published by the American Physical Therapy Association, and breaches in the standards of clinical integrity as defined in the DPT Clinical Education Manual.
- Students who place their clients at 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 resistance to supervision.
- Students who are unable to use professional judgment, including seeking help for personal problems which interfere 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. 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 such a dismissal via the rules set forth in the University and School of Graduate Studies Student Handbooks.

**Voluntary Withdrawal:**

Students for any reason and at any time may voluntarily withdraw from the Program. The tuition refund schedule for students who withdraw from the University is as follows:

If a student totally 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 60% completion date of the semester.
- Withdrawal after the 60% 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 completely 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 whether a student currently has a “B” average up to the point of withdraw from the University.
SECTION X:

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 and the School of Graduate Studies. Students are expected to adhere to policies set forth in the University, School, and Departmental Student Handbooks.

GRIEVANCES

It is the practice of the Department to direct formal complaints 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 the disposition of each complaint. 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 in the DPT Program Director’s office. 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 will 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-frame for resolving the issues of concern that allows adequate time and strategies to result in resolution of conflict.

When a student feels that conflict resolution is not occurring by following the above recommendation, mediation then is necessary. The student should make an appointment to meet with his/her assigned advisor. If after the advisor has been contacted, the student feels that the conflict issues and concerns still persist; the student should make an appointment to meet with the Program Director.

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. At no time should a student feel that he/she cannot approach individual faculty members with issues and concerns. However, issues and concerns of conflict should, whenever possible, be directed to the involved parties with mediation by the academic advisor or the Program Director.

**Formal:**
An individual or organization who experiences an unfavorable experience with any student, faculty member, or staff member of the Doctor of Physical Therapy Program is able to 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 on file in a locked cabinet in the Program Director’s office for a period of 5 years, after which they will be purged while maintaining confidentiality.

The Program procedure for handling 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 involved parties, 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 jurisdiction, as outlined in the University and School of Graduate Studies’ Student Handbooks, 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 with the complaint in the Program Director’s office 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 and develop a written corrective action plan, which will be filed with the complaint in the Program Director’s office and a copy will be sent to the complainant. The Vice President will meet individually or jointly with all parties involved to seek resolution.

• A copy of the grievance and all written corrective action plans for resolution will be kept on file in the Program Director’s office for a period of up to 5 years from when the complaint was filed.

GRIEVANCES OUTSIDE OF DUE PROCESS
As noted in the School of Graduate Studies’ Policies, 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. 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. Upon receiving the written grievance, the Vice President will present the grievance to the Program Director, who may assist in developing a written plan to investigate and address the complainant’s concerns. 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 Vice President for Academic Affairs’ decision, including potentially developing a written corrective action plan, which will be maintained by both the Vice President for Academic Affairs and the Program Director. The written grievance and any corrective action(s) will be kept on file in a locked cabinet in the Program Director’s office for a period of 5 years, after which they will 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 act 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 following:

Commission on Accreditation in Physical Therapy Education
APTA
1111 North Fairfax Street
Alexandria, VA 22314
Phone: 1-800-999-APTA (2782)
Fax: 703-684-7343
http://www.apta.org

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

PATIENT MANAGEMENT POLICIES AND PROCEDURES
In order 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:

**Student Background Checks and Clearances**
Applicants must understand that in order 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. 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. The Program will include written statements regarding background checks in admissions materials.

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.
**Health Insurance**
All students must provide proof of current health insurance to the University and is accountable for payment of personal medical expenses as a result of illness or injury during the course of clinical education. Students are required to provide a copy of their insurance card to the DCE and/or Program Assistant.

**Immunizations**
All students are required to have completed immunizations and documentation and be able to show proof prior to the beginning of their professional curriculum. Students are required to provide current proof of immunization prior to participating in any clinical education experience.

- Current list of immunizations on file:
  - DTaP (diphtheria, pertussis, and tetanus)
  - MMR (measles, mumps, rubella) 1&2
  - TB skin test – 1 two-step TB skin test completed in their lifetime
  - Polio
  - Hepatitis B 1,2,3
  - Varicella (Chicken Pox)

**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. 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, OSHA training, mandatory reporter training/ responsibility reporter training, and blood borne pathogen training will be kept on file.

**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 will disclose 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 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 may be shared with the clinical site due to authorization to share the form, found at the bottom of the page. Students are responsible for maintaining communication with the DCE and Program Assistant for assuring that information on file is current. Information shared with clinical sites becomes part of the student’s Educational Record under FERPA. All students must have up to date immunization records in order 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 will need to comply with all site health requirements prior to the start of their educational experience. Students will be informed of these additional requirements within a sufficient period of time 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 DPT Program will protect information that may be used to verify student identity in accordance with University policy 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 safely and effectively engage the student in the course of study will be provided.

Information that may be used to verify student identity will be contained within the student’s file and maintained in a locked cabinet in the locked DPT Program Office and available only to faculty and staff who are directly involved in the student’s course of study. Prior to disclosure of any information to other parties for educational purposes, such as clinical sites or associated faculty, 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 will be 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 CCCE/CI if a student is entering the clinical education experience with a learning contract in place. The details of the learning contract will be communicated so that it is clear what is expected of the CI and the student during the clinical experience and to allow the CI to determine if he/she is capable of fulfilling the requirements of the contract.

**REQUEST FOR ACCOMMODATION:**
The DPT Program has adopted a policy of non-discrimination. All students must successfully perform, with or without reasonable accommodation, all of the Essential Functions contained in Appendix A 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. It is the responsibility of the student to contact the Student Support Services Office, preferably prior to the beginning of the semester, to initiate the accommodation process and to notify instructors as soon as possible to develop an accommodation plan. Course requirements will not be waived but, if possible, reasonable accommodations will be made 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 the disability, and discuss the accommodations 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 Brenda Parkhill by phone at 712-279-5531, or by e-mail at brenda.parkhill@briarcliff.edu.

**PROTECTED HEALTH INFORMATION (PHI)/ HIPAA:**
HIPAA required 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. The intent of this Law was to improve the efficiency and effectiveness of 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 will be conducted as part of clinical education. Students must participate in this mandatory training.

Students will receive further instruction related to PHI and HIPAA throughout the Laws and Reimbursement course of the curriculum. Students will be tested to assess their comprehension of this information. Students will be expected to strictly follow all guidelines established by the host clinical site related to the use of PHI. In addition, DPT faculty will model strategies for proper handling of PHI as they integrate actual patients into clinical correlation classes. DPT faculty and staff will be informed of the Program’s policies and procedures related to the use of PHI by requiring all faculty and staff to read and acknowledge acceptance of policies pertaining to PHI contained within the DPT Policies & Procedures Manual, upon hire.

**USE OF HUMAN SUBJECTS FOR EDUCATIONAL PURPOSES:**

To enhance the learning experience for students, faculty will seek to utilize human subjects during classroom, laboratory, and integrated learning experiences intermittently throughout the curriculum. These subjects will be 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 for all individuals prior to 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 B). These shall be kept in a locked filing cabinet in the faculty records room.

Prior to entering the classroom environment, the instructor must seek to identify the patient’s wishes in regards to the parameters during the classroom experience. The extent to which care may be provided and whether or not 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 expectations for the class to the patient and answer any questions that they may have. The patient’s decision to be involved, and to what extent, will in no way impact the care that they are receiving outside of 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 or may refuse a particular intervention or specific student or instructor from performing a particular intervention. Following the experience, subjects will debrief with the instructor for the purpose of answering questions and to assess the individual’s response to the experience.
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 the 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 the rights of participants, and acting in a manner that is consistent with the values of the University. 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.

Policies and procedures involving human subjects will be informed of these policies through formal instruction in Research Proposal during the third semester of the Program. Within these courses, students and faculty will be collaborating in the development of a research project. Prior to data collection, each student-faculty group will submit for University IRB approval. Students will learn first-hand the process for submitting and securing IRB approval.

Students are encouraged to disseminate and publish their original contributions to research. A discussion and agreement between the faculty and the students regarding proprietorship of the research product should occur prior to the start of the research. At a minimum, the faculty and students agree that a student has two years after completion of the project to complete the process for dissemination of information in a scholarly manner. After the two-year time, 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 the faculty will be obligated to include the student as a contributing investigator in the research product.

PROFESSIONALISM
Students, faculty, and staff should remember that they are representatives of the Program and University at all times. All students uphold standards consistent with professional documents and norms within and outside of the classroom. Failure to do so can result in disciplinary action.

Dress
DPT students are expected to dress appropriately for the occasion and to be in professional attire when not in labs. Students should also wear name badges when representing the
Department in front of patients or other professionals. Professional attire is defined as that which would be 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 that is clean, appropriately fitted, and in good repair
- Undergarments cannot be visible through clothes or when bending over
- If possible, piercings or tattoos should be limited, and be 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

**Maintaining the Student-Faculty/Staff Professional Relationship**

Although learner-centered pedagogy will be utilized, students may be at the same place with faculty and staff in a variety of professional, clinical, and community settings. A level of respect and professionalism must be maintained at all times with in the student-faculty/staff relationship. In order 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.”

In order to avoid accusations of favoritism, it is encouraged that faculty, staff, and students avoid the appearance of conflicts of interest. When outside the classroom opportunity are made available to students, the opportunity 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 the gift, the faculty member should first determine the intent of the gift, the relative value associated with the gift, and whether or not the gift can be shared with the rest of the faculty/staff and/or class. Additionally, students should avoid being “friends” with students through social media outlets until the student has graduated from the Program. As a general rule, 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 member was the student’s patient.
Behavior Outside the Classroom
Behavior on activities outside the classroom concerns the University, this Department, and yourselves. The image of all three can be destroyed by inappropriate behavior. Common sense, good judgment and self-pride are required at all times. To assist you in making good judgment, the following policies must be observed:
• Faculty will command each vehicle if there are adequate numbers of faculty.
• When only one faculty is in attendance, on a multiple vehicle trip, faculty will lead at all times.
• When no faculty is in attendance, 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 a moral responsibility of the passengers in the vehicle to help prevent traffic violations by giving advice to the driver.
• Use of University vehicles are limited to official purposes only.
• Students will respect the property and personal rights of others in all lodging, eating, meeting and educational facilities.
• Professional behavior is expected by all students at all times, including social environments.

Faculty have the right to impose sanctions for inappropriate behavior on trips. In addition, faculty members are obligated to submit a written report on such behavior, which may result in additional departmental disciplinary action and/or dismissal.

Professional Netiquette
Students utilizing University server for their e-mail must use of the university exchange account for dissemination of information related to the education experience. A student is encouraged to utilize a separate personal account for all other interactions. Moreover, it is expected that all email 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), with no grammatical errors, abbreviations, emoticons or use of all capital letters.

Social Media Guidelines
Social media are internet-based applications which support and promote the exchange of user-developed content. Some current examples include Facebook, Wikipedia, 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 institution regardless of where or when they post something that may reflect poorly on the Program, University, and physical therapy community.

The University is committed to supporting the right to interact knowledgeably and socially; however, these electronic interactions have a potential impact on patients, colleagues, and future employers’ opinions of you. The principal aim of this Guideline is to identify responsibilities to Briar Cliff’s Physical Therapy Program in relation to social media and to help the physical therapy student represent themselves and the Program in a responsible and professional manner.

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®, Linked-In®, 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:

B. 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.
C. **Think Before You Post.** Anything you post is highly likely to be permanently connected to you and your reputation through 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.

D. **Protect Patient Privacy.** Disclosing information about patients without written permission, including photographs or potentially identifiable information is strictly prohibited. These rules also apply to deceased patients and to posts in the secure sections of your social media pages that are accessible by approved friends only.

E. **Protect Your Own Privacy.** Make sure you understand how the privacy policies and security features work on the sites where you are posting material.

F. **Respect Work Commitments.** Ensure that your blogging, social networking, and other external media activities do not interfere with your educational commitments.

G. **Identify Yourself.** If you communicate in 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.

H. **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.

I. **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.

J. **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.

K. **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 the aforementioned 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.

**SAFETY**

**Professional Liability Insurance Requirements:**
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 each claim, $3,000,000 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 Vice President of Finance, who will contact the University's insurance carrier. The policy does not cover any activity for which an employee is compensated by any party other than Briar Cliff or an internship site.

**Potential Health Risks and Standard Precautions:**
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 the use of standard precautions. The DPT Program, as well as many of the contracted clinical facilities require that students and faculty have been educated in regards to standard precautions. The DPT Program provides education regarding standard precautions and revisits this principles in courses like Emergency Medical Response. Trainings are 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. Faculty are required to complete an annual blood borne pathogen examination. 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 (vomitus); 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 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 come in contact with any bodily substance or materials contaminated by a bodily substance, they should be washed with soap and water immediately with antiseptic hand cleanser is available in the DPT learning space. No food or drink will be allowed in the DPT learning space due to possible 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 sharps 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.

In the event that an exposure incident occurs, the involved individual 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 involved individual should follow-up with recommended care as directed by the Emergency Department personnel
- The involved individual should inform the DPT Program Director and DCE of the event and inform him/her of the recommended treatment plan and any treatment that has been provided since the exposure.
- Document the incident on the Exposure Incident Report form (see Appendix C). This document will contain the route(s) of exposure and how the exposure occurred.

**EMERGENCY POLICIES AND PROCEDURES**

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 of potential emergencies.

Emergency guidelines are provided to administrators and faculty emergency procedures. Additional questions regarding emergency procedures can be obtained by contacting the Security Office. In an effort 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 the event of an emergency. It is voluntary, but students, faculty, and staff are encouraged to register as is the surest and most efficient way to provide information, in a timely manner, that is critical to the safety and well-being of everyone in the University community. If an alert is posted, 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.

**Tornado Warning Procedure**
In the event of a tornado warning, report immediately to one of the following tornado shelters on campus.
• Review maps for your area to have 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.
• The ground floor of Alverno and Toller Halls away from windows.
• The art gallery in the Stark Student Center.
• 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 reentrance. Any tampering with fire alarms or other safety equipment is considered a felony offense and violators will be prosecuted and/or be subject to disciplinary action.

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

**AEDs**
Automated External Defibrillators (AED) are located in various locations at Briar Cliff University, including near the Security Office at Heelan Hall. The Mayfair building will also have AEDs. 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.

**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.

**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.

The Mayfair Building has a secured FAB system. Doors of the facility will remain locked from 5 PM – 8 AM during the week and throughout the weekend. All faculty, staff, and students should utilize their personal FAB to enter the building during these hours and not allow others to use their card or admit unknown persons into the building. Students and faculty may not prop open or alter a door so that it cannot lock. Broken locks or propped doors should be reported immediately to Campus Security.

**Classroom and Laboratory Access:**

During the semester, while classes are in session, DPT facilities will be open from 8 AM – 5 PM during the work week. Students, faculty, and staff may access these spaces during the weekends and afterhours with use of their FAB card. The FAB card will provide you 365/24/7 access to the building and those areas of the building for which you are authorized. The FAB should not be shared with anyone else and no one else should be allowed to enter into the spaces afterhours except students, faculty, and staff. You are responsible for how your card is used. If your access card has been lost or broken, immediately contact the Program Assistant. The old card will be deactivated and a new card ordered and programmed. There will be a $5 charge for replacements.

Campus security will routinely patrol the main campus, including buildings and surrounding area, 24 hours/day, 7 days/week. Emergency phones are located throughout campus. Information related to procedures to follow in the case of an emergency, as well as an evacuation route, will also be posted in DPT spaces. Phone lines have also been placed in all Mayfair rooms. Campus security will be available 24 hours/day, 7 days/week to provide assistance as needed.
All DPT students will be oriented to the lab spaces during orientation week. This orientation will include rules for the space, as well as the location of AED's, external phone line, fire extinguisher, and all equipment that is at their disposal. The following policies, will govern student use of the DPT lab spaces:

- Only DPT students who are currently enrolled in the DPT Program will have access to 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 are permitted to utilize the equipment located within the DPT.
- DPT students will utilize the lab at their own risk.
- DPT students will be 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 the use of all equipment.
- DPT students using the lab must properly clean all equipment after each use and restore the lab to a neat and orderly appearance after each use.
- DPT students will remove shoes when using the tables and any other clothing or accessories that may damage the equipment (i.e. belt buckles, jewelry, etc.).
- If equipment is damaged, the responsible party should inform DPT faculty or Program Assistant immediately.
- No equipment or supplies will be removed from the lab without the consent of the DPT faculty.
- The last person to use the lab must make sure the doors are locked before leaving.
- To gain access outside of normal classroom hours, students will 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.
- Elevators are available to gain access to the 3rd floor of Heelan.
- The DPT lab will be available for student use with use of 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 DPT learning space.
- DPT students are expected to comply with the policies for preventing disease and the transmission of blood borne pathogens.
- Students should contact campus security immediately if any issues.
- Students will have assigned lockers at Mayfair and share common lockers in Heelan.
Hall. At Mayfair, students are responsible for appropriately caring and cleaning lockers. 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 or shower rooms.
- Showers are available to students on the main campus. If desired, please speak to the Anatomy Coordinator.

**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 hard lined telephones. If an incident or emergency takes place in a facility, take action 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 handled seriously and be 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 type and location of the emergency.

**MAINTENANCE AND CLEANING OF EQUIPMENT AND SPACE**

The dedicated DPT learning space, classroom space, and faculty offices at Briar Cliff’s main campus will be maintained by the Maintenance Department. The Cleaning of the Mayfair space will be done by a privately contracted party, as part of the lease, and maintenance will be done through Briar Cliff’s Maintenance Department. Such maintenance will include routine cleaning and general repairs. Regular cleaning of the equipment and facilities will be performed.

With this said, DPT facilities should be viewed as share space that is a source of pride for all. If a food or beverage spill occurs, the area should be cleaned immediately in order to prevent and
the Program Assistant should be notified immediately. Normally food and beverages are not permitted in carpeted areas.

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. It is recommended a student not enter an office that is 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 available at all times. Students should use the student lounge for breaks or eating. The refrigerator and microwave are available for student use. 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 printed material; the student lounge area should be kept neat and clean. Please remember this detail and contribute to the proper maintenance and cleanup of the student areas on a regular basis. It is recommended that the students work 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 Instructor and/or Program Assistant. Students and faculty should also report to the Program Assistant any supplies that need to be re-ordered or equipment that must be repaired. At the end of each semester, faculty should note on their curriculum review form any additional equipment and/or supplies that may be needed for the following year.

ADDITIONAL POLICIES

SMALL GROUP ROOMS
Mayfair has small group rooms. Each room has a wall-mounted monitor that can be connected to video output of most portable computers. They are available for use on a first come-first served basis, except when the rooms are scheduled for classes or formal meetings. If you are using a room for studying or a meeting and are asked to leave as another group has the room for a scheduled event, please respect their request and leave quietly. Never leave personal items in the room unattended and never allow persons you do not know to use these rooms. If you wish to reserve a room for a formal group meeting or class the Program Assistant. Rooms will not be reserved for individual study or group study sessions.
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 in all parts of Heelan Hall 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 will provide 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 should be referred to the IT helpdesk.

PICTURES
Students will be required to 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 badge for clinicals 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 (see Appendix D).

COPYING
Students and faculty should avoid using the Department’s copier for personal use.

TELEPHONE USE
Telephones are available in various areas of the Mayfair building. Only local and emergency 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 located 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 the buildings.

**Smoke-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 will be set for the Physical Therapy Department, based on the School of Graduate Studies Calendar. The Departmental Calendar is subject to change, within the confines of the School Calendar. 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). Please see DPT Website for updated calendars.

**Student Roles in Governance**
Students will have multiple opportunities to influence policies, curriculum, etc. of 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 programs. Students also have the ability to influence change through course evaluations and various pre- and post-graduation assessments. In addition, the Program Director, faculty, and various Committees have “open door” policies to professionally express concerns. Class representatives can serve as the spokesperson for the class, maintains communication with the Program Director, DCE, and Program Assistant, gathers volunteers for activities, and attends Committee of the Whole Meetings, as requested.

**Commencement**
Commencement activities including a hooding ceremony, DPT Program reception, graduate mass, and graduation/commencement at which time the DPT Degree is to be conferred. Although not required, 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 account 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 owned 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. ESSENTIAL FUNCTIONS

The abilities are presented in two sections:
- Physical Therapy knowledge, skills, and abilities and
- Generic Abilities.

It is the expectation of the Doctor of Physical Therapy Program* that physical therapy students must be able to perform, with or without reasonable accommodations, each of the expected essential functions in order to full participate in and complete the graduation requirements for a Doctor of Physical Therapy degree. Reasonable accommodations for qualified students with documented disabilities will be provided if necessary for these students to meet minimum abilities. Whether or not a requested accommodation is reasonable will be determined on an individual bases in consultation with Brenda Parkhill of Student Support Services at Briar Cliff University.

PHYSICAL THERAPY KNOWLEDGE, SKILLS, AND BEHAVIORS

Knowledge (Cognitive Functions)
1. Comprehend, retain, recall, and apply complex information learned in required prerequisite coursework to enter the Doctor of Physical Therapy program.*
2. Read, comprehend, integrate, critically analyze, interpret, and apply information from written materials, demonstrations, lectures, laboratory, scholarly literature, and other pertinent, evidence-based sources, to develop and support the rationale for selection of appropriate patient examination, evaluation, assessment, intervention, discharge, and referrals.
3. Collect, organize, prioritize, and document information to make safe, appropriate, and timely decisions regarding optimal patient care for the purpose of examination, evaluation, assessment, intervention, discharge and referral for any patient.
4. Demonstrate management skills including planning, organizing, supervision PTAs, and delegating.

Skills (Psychomotor Functions)
1. Possess sufficient mental and physical stamina, postural and neuromuscular control, and eye-hand coordination for extended periods of time in order to perform safe patient care tasks.
2. Safely, reliably, and efficiently perform required physical therapy examination and intervention procedures to evaluate and treat the functional skills and limitations of the gross motor system of patient across the lifespan, including, but not limited to:
   a. Aerobic Capacity & Endurance
   b. Airway Clearance Techniques
   c. Arousal, Attention, Cognition
   d. Assistive & Adaptive Devices, including Prosthetics and Orthotics
   e. Circulation
   f. Coordination, Communication, and Documentation
   g. Cranial and Peripheral Nerve Integrity
   h. Electrotherapeutic Modalities
   i. Ergonomics, Body Mechanics, and Posture
   j. Functional Training in Self-Care, Home Management, Work, Community, and Leisure
   k. Gait, Locomotion, & Balance
   l. Integumentary Integrity
   m. Integumentary Repair and Protection Techniques
   n. Joint Integrity & Mobility
   o. Manual Therapy Techniques including Mobilization/Manipulation
   p. Motor Function
   q. Muscle Performance
   r. Neuromotor Development
   s. Pain
   t. Patient/Client Related Instruction
   u. Physical Agents and Mechanical Modalities
   v. Range of Motion
   w. Reflex Integrity
   x. Therapeutic Exercise

3. Demonstrate the ability to perform CPR and emergency first aid including AED use.
4. Safely and reliably read goniometers, dynamometers, tape measures, and printouts.
5. Demonstrate the ability to manipulate and operate physical therapy equipment and monitoring devices.
6. React safely and appropriately in a timely manner to sudden or unexpected situations involving patients and/or equipment.

**BEHAVIORS (AFFECTIVE FUNCTIONS)**
1. Interact effectively and sensitively using appropriate verbal, nonverbal, and written communication skills with faculty, peers, patient/clients, caregivers, and interprofessional health care team members.

2. Read, write, and interpret written and nonverbal communication at a competency level that allows one to safely function in classroom, laboratory, and clinical settings.

3. Recognize the impact and influence of age, lifestyle, family and peer support, socioeconomic class, culture, beliefs, race, and abilities on faculty, peers, patient/clients, caregivers, and interprofessional health care team members.

4. Recognize the psychosocial impact of movement dysfunction and disability on the client and caregivers and integrate these needs into patient examination, evaluation, assessment, screening, intervention, discharge, and/or referrals.

5. Efficiently organize and prioritize multiple tasks, integrate and critically analyze information, and formulate applicable decisions.

6. Practice in a safe, ethical, and legal manner, following guidelines for standard practice as established by federal, state, and local law, Briar Cliff University, clinical education sites, the APTA, and related professional organizations.

7. Accept personal responsibility for all actions, reactions, and inactions.

8. Demonstrate responsibility for self-assessment, professional growth, and development.

9. Effectively and consistently manage personal stress and appropriately respond to the stress of others.

10. Speak and write effectively in English to convey information to other individuals and groups.

**PROFESSIONAL BEHAVIORS**

1. Critical Thinking - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

2. Communication - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

3. Problem Solving – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

4. Interpersonal Skills – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
5. Responsibility – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

6. Professionalism – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

7. Use of Constructive Feedback – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

8. Effective Use of Time and Resources – The ability to manage time and resources effectively to obtain the maximum possible benefit.

9. Stress Management – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

10. Commitment to Learning – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

SOURCES


APPENDIX B. 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 similar to what the students have been learning in class. Your participation in this experience will serve to 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 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 as well as faculty may be involved. More than one person may be working 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 the use of any alternate procedures.

**Length of Participation**
Times will vary and may last for a period of 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 extent 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 be brought to an end if we are made aware of a condition that will put you at risk of an 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 as a result 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 the findings of this learning experience, please 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 who is organizing the experience. 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 above information. 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 C. 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 D. PHOTO/ ELECTRONIC MEDIA CONSENT

INSTRUCTIONS: Faculty and/or students must secure an authorization signature before videotaping or taking photos of a patient/client/human subject. This form must be returned to the Briar Cliff Department of Physical Therapy and will be kept on file for at least 1 year from date of signature. Please read and obtain the appropriate signature from the patient/client/human subject or parent/guardian.

_________________________ hereby agrees to participate in the physical therapy program in the form of patient demonstration on videotape or photo.

I also understand that the physical therapy examination, evaluation and intervention process is confidential and that my rights to privacy and confidentiality will be respected.

I also understand that the faculty/student discussions of my photo or videotape will be restricted to professional applications and will occur in the profession education community established at the Briar Cliff Department of Physical Therapy.

_______________________________
Signature of Patient/Guardian   Date

_______________________________
Signature of Witness           Date